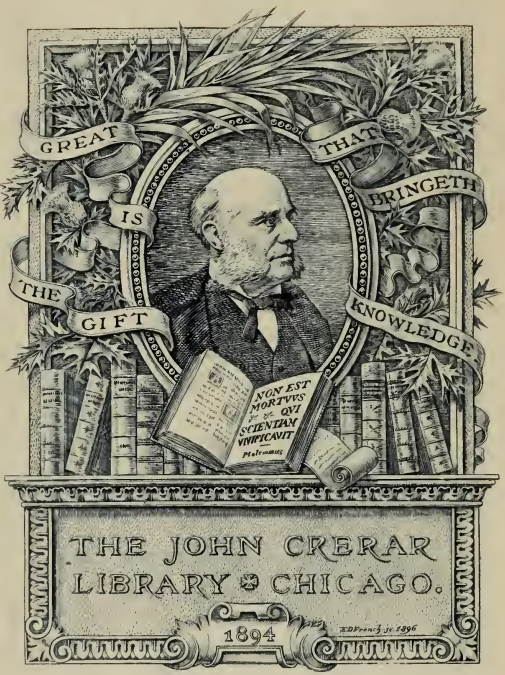
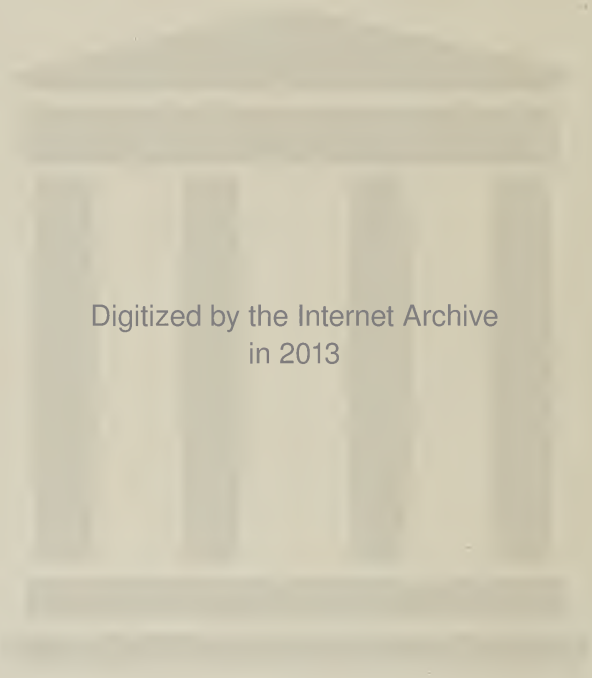


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The Catalogue

For 1908-1909

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Fifty-ninth Annual Catalogue

OF

Lawrence College

(CORPORATE NAME LAWRENCE UNIVERSITY OF WISCONSIN)

1908-1909

PUBLISHED JANUARY, 1909

THE POST PUBLISHING COMPANY, PRINTERS AND BINDERS, APPLETON, WIS.

CORRESPONDENCE

While correspondence directed to Lawrence College will reach the proper department, to avoid delay and confusion correspondents are requested to note the following directions:

1. Correspondence concerning the Academy and the College of Liberal Arts should be addressed to the President.

2. Correspondence concerning the Conservatory of Music should be addressed to the Director of the Lawrence Conservatory of Music.

3. Correspondence concerning the School of Expression should be directed to the Director of the School of Expression.

4. Correspondence concerning rooms at Ormsby Hall should be directed to the Matron of Ormsby Hall.

5. Correspondence upon general matters of business should be addressed to Lawrence College.

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CALENDAR

1909.

March 17, Wednesday, 12:20 P. M.—Recitations close.

Spring Recess.

March 24, Wednesday, 1:30 P. M.—Recitations resumed.

June 9, 10, 11, 14.—Final Examinations, Second Semester.

11, Friday, 8:00 P. M.—Academy Graduation Exercises.

12, Saturday, 8:00 P. M.—Junior Oratorical Contest.

13, Sunday, 9:30 A. M.—Commencement Love Feast.

10:30 A. M.—Address before the Religious Societies.

8:00 P. M.—Baccalaureate Sermon.

14, Monday, 8:00 P. M.—President's Prize Contest.

15, Tuesday, 10:30 A. M.—Class Day Exercises.

2:00 P. M.—Joint Meeting of the Board of Trustees and Visitors.

8:00 P. M.—Commencement Exercises of the Schools of Expression and Music.

16, Wednesday.—Reunions of the Literary Societies.

4:00 P. M.—Business Meeting of the Alumni Association.

8:00 P. M.—Reunion of the Alumni Association.

17, Thursday, 10:30 A. M.—Commencement Exercises.

1:00 P. M.—Commencement Banquet.

8:00 P. M.—President's Reception.

Summer Vacation.

Sept. 14, Tuesday, 9:00 A. M.—Examination for Admission.

14-15, Tuesday and Wednesday.—Registration Days.

15, Wednesday.—First Semester begins.

4:00 P. M.—Chapel.

19, Sunday, 3:00 P. M.—University Sermon and on second Sunday of each month thereafter.

Nov. 13, Saturday, 9:00 A. M.—Mid-Semester Examinations.
24, Wednesday, 4:00 P. M.—Thanksgiving Recess begins.
29, Monday, 12:00 M.—Thanksgiving Recess closes.
Dec. 22, Wednesday, 4:00 P. M.—Recitations close.

Christmas Recess.

1910.

Jan. 6, Thursday, 8:00 A. M.—Recitations resumed.
26, 27, 28, 31.—Final Examinations First Semester.
31, Monday, 5:00 P. M.—First Semester closes.
Feb. 1-2, Tuesday and Wednesday.—Registration Days.
2, Wednesday.—Second Semester begins.
4:00 P. M.—Chapel.
13, Sunday.—College Day of Prayer.
22, Tuesday.—Washington's Birthday.
March 23, Wednesday, 12:20 P. M.—Recitations close.

Spring Recess.

30, Wednesday, 1:30 P. M.—Recitations resumed.
May 30, Monday.—Decoration Day.
June 8, 9, 10, 13.—Final Examination, Second Semester.
10-17.—Commencement Week.

LAWRENCE COLLEGE

HISTORICAL STATEMENT.

In the year 1847 the Hon. Amos. A. Lawrence, of Boston, Mass., made a proposition to Rev. William Sampson, presiding elder of the Fond du Lac district of the Rock River Conference of the Methodist Episcopal Church, stating that he would give $10,000 for the establishment of a literary institution in Wisconsin, if a similar sum could be raised within the territory. He further stated that no sectarian instruction should ever be given by the institution to be founded; that at least a minority of the trustees must represent different denominations, and that the work must be carried on on a plan "sufficiently broad to develop the scholar."

Mr. Sampson reported the proposition to the Rock River Conference at its next session, and was authorized to take steps at once to consummate the arrangement. In December a charter was drawn up, and its passage through the legislature secured. The institution, receiving its name from the principal donor, was called "The Lawrence Institute of Wisconsin."

A committee was appointed to select a location, and decided to accept an offer made by George W. Lawe and John F. Mead, of sixty-two acres of land on the Fox River in Grand Chute.

The charter provided for the organization of a college with authority to confer all the degrees that were conferred by similar institutions in the United States. The

trustees, however, at first undertook only the establishment of the academic department. Under this organization the institution was opened for instruction November 12, 1849, with Rev. William H. Sampson as president. By this time it appears that the conviction had grown that a larger work lay before the school, and the charter was amended so that the institution was changed from Lawrence Institute to Lawrence University. The organization of the college department was not completed until 1853, although opportunity to take college studies had previously been provided. At this time the present University Hall was erected, which was then one of the largest and finest college buildings in the west. Rev. Edward Cooke, A. M., of Boston, Mass., was elected president. In 1853 an active canvas for $100,000 was undertaken, which was only in part successful. Five years later a school of civil engineering was opened, but after being continued until 1863, was abandoned.

Since that time the institution has steadily grown in strength, receiving additions to its endowment from time to time, and adding, as means were provided, to its equipment.

Ormsby Hall, the gift largely of Mr. D. G. Ormsby and wife, was erected in 1889 and enlarged in 1906; the Observatory, contributed by the citizens of Appleton, in 1892; Stephenson Hall of Science, named after the principal donor, the Hon. Isaac Stephenson, in 1899; the Alexander Gymnasium, largely the gift of L. M. Alexander, in 1901; the Library, costing $54,000, presented by Andrew Carnegie, in 1905. The Ormsby Annex was purchased in 1902, the Hall of Music in 1906, and the heating plant was erected in 1903. An Athletic ground was purchased in 1900.

In 1908 the trustees voted to change the name of the

institution from Lawrence University to Lawrence College of Wisconsin. It was also voted to discontinue the Academy.

The principal donors to the university have been: Amos A. Lawrence, of Boston, Mass.; Philetus Sawyer, Oshkosh, Wis.; Charles Paine, Oshkosh, Wis.; Robert McMillan, Oshkosh, Wis.; Mr. and Mrs. D. G. Ormsby, Milwaukee, Wis.; John H. Van Dyke, Milwaukee, Wis.; L. M. Alexander and wife, Milwaukee, Wis.; William Drown, Beaver Dam, Wis.; Mrs. John Edwards, Milwaukee, Wis.; Samuel Jones, Natick, Mass.; Isaac Stephenson, Marinette, Wis.; E. M. Beach, Waupun, Wis.; Andrew Carnegie, New York; Mr. and Mrs. N. K. Brokaw, Appleton, Wis.; E. A. Edmunds, Appleton, Wis.; Miss Florence Child, Edgerton, Wis.; John McNaughton, Appleton, Wis.; Isaac Wing, Bayfield, Wis.; Lee Claflin, Boston, Mass.; H. E. Miles, Racine, Wis., and the General Education Board, New York.

CHRONOLOGY.

1846—Amos A. Lawrence of Boston made a proposition to establish an institution of higher learning in Northern Wisconsin and the location of the institution selected.

1847—Charter of Lawrence Institute secured from the legislature of the Territory of Wisconsin.

1849—Rev. William H. Sampson made Principal of Lawrence Institute.

First building completed and instruction begun.

Corporate name changed from Lawrence Institute to Lawrence University of Wisconsin.

1850—Development of the Museum begun.

First literary society established.

Samuel Appleton of Boston gave $10,000 for a library.

1853—College work begun and freshman class registered.

Rev. Edward Cook, D. D., Boston, Mass., elected first President.

University Hall dedicated and instruction transferred to the new building.

Philalathean Literary Society organized.

1855—Phoenix Literary Society established.

First building erected destroyed by fire.

1857—First class graduated from collegiate department.

The sale of one thousand perpetual scholarships of $50 each.

1859—Rev. Russell D. Mason elected President, Dr. Edward Cook having resigned.

1860-62—College relieved of heavy debt and endowment begun by the generosity of Lee Claflin and Amos Lawrence of Boston, Gov. Stone of Connecticut, Gov. Seymour of New York, and other friends of education.

1865—Rev. George M. Steele, D. D., elected President.

Lewis Prize established.

1866—President's Prize and University prize established.

Centennial endowment fund of about $50,000 raised.

1868—"Collegian," first college paper published in Wisconsin, established.

1870—Lawrean Literary Society founded.

1877—Brooks Prize established.

1879—Rev. Elias Dewitt Huntley, D. D., elected President.

1881—House for the President erected.

Y. M. C. A. established.

1883—Rev. Bradford P. Raymond, D. D., of Class of 1870, elected President.

1884—Y. W. C. A. established.

1885—C. N. Paine bequest of $50,000 to endow the Chair of the President received.

1886—Tichenor Prize established.

1889—Rev. Charles W. Gallagher, D. D., elected President.

Ormsby Hall erected.

First Student Hand Book published.

Samuel Jones scholarship founded.

1891—Conchological Cabinet of Dr. Brown purchased for Museum.

Bequest of William Drown received.

1892—Underwood Observatory erected.

1893—Hick's Prize established.
The "Columbian" published.
1894—Rev. Samuel Plantz, Ph. D., D. D., Class of 1880, elected President.
Peruvian Antiquities contributed by Hon. John Hicks.
1895—The "Messenger" published.
1896—Endowment effort for $100,000 successfully completed.
1897—First "Ariel" issued.
Theta Phi Fraternity organized.
1898—Stephenson Hall of Science erected.
1900—McNaughton and Peabody Latin Prizes established.
Athletic ground purchased.
Lawrence Bulletin established.
1901—Alexander Gymnasium erected.
1902—Ormsby Annex purchased.
Hiram A. Jones Latin Library established.
Kappa Upsilon organized.
Beta Sigma Phi organized.
1903—Heating plant built.
Alpha Gamma Phi organized.
Theta Gamma Delta organized.
Delta Iota organized.
1904—Alpha Delta Phi, Theta Chapter, organized.
1905—Library erected by gift of Andrew Carnegie.
Alumni Record published.
1906—Conservatory of Music purchased.
Ormsby Hall enlarged.
1907—Gift from the General Education Board received and $230,000 raised for endowment.
Euphronia Literary Society established.
1908—House for "Blue and White Club" purchased.
Name changed from Lawrence University to Lawrence College.
Academy discontinued.

CHARTER.

The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

Section 1. Chapter 1 of the general laws of the territory of Wisconsin in 1847; chapter 133, laws of 1849; chapter 176,

private and local laws of 1855; chapter 126, private and local laws of 1858; chapter 123, general laws of 1878; chapter 16, general laws of 1882, and chapter 16, laws of 1895, are hereby amended so as to read as follows: Gov. Henry Dodge, Hon. Mason C. Darling, Hon. Morgan L. Martin, Hon. Nathaniel P. Tallmadge, Prof. DeWitt G. Vosberg, Rev. Reeder Smith, Henry R. Coleman, William R. Sampson, Henry S. Baird, Jacob L. Bean, William Dutcher, George E. H. Day, Loyal H. Jones, and their successors be, and they are hereby, created a body politic and corporate to be styled the board of trustees of Lawrence University of Wisconsin, and by that name to remain in perpetual succession. The design and purpose of the said corporation is hereby declared to be to found, establish and maintain at Appleton, in the county of Outagamie, an institution of learning on a plan sufficiently extensive to afford instruction in the liberal arts and sciences and to develop the scholar; and said trustees may, as their ability shall increase, erect any or all of the different departments for the study of the liberal professions in such manner as they may think proper.

Section 2. The board of trustees shall consist of thirty members, three of whom shall be elected on nomination of the alumni, together with the president of the university, who shall be a member ex-officio, and any thirteen of these shall constitute a quorum for the transaction of all business.

Section 3. No religious tenets or opinions shall be required as a qualification for trustee, professor, or teacher, nor of any student shall any religious tenets or opinions be required to entitle him to all the privileges of the institution.

Section 4. The board of trustees shall at their first meeting after the passage of this act elect a president of the board, two vice-presidents, a secretary, and treasurer, who shall have all the powers usually given to such officers.

Section 5. The board of trustees shall at their first business meeting be divided into three classes of ten each. They shall appoint at such meeting an annual meeting, to be held within one year thereafter, at which time the office of the first class shall expire, and in one year from that time the second class, and the third class in a year therefrom, and the office of one class of trustees to expire annually thereafter in rota-

tion. There shall be a board of visitors, whose election shall be provided for in the by-laws, whose special duty shall be to inspect the work of the institution, attend the examinations, and look into the conditions generally and make such reports as may be required by the by-laws. The members of the board of visitors shall be ex-officio members of the board of trustees.

Section 6. Said board of trustees may meet on their own adjournment, and the president, with the concurrence of two trustees, or any four trustees, may call special meetings in the board, by giving notice to them in writing by mail, or otherwise, at least ten days before the time of such meeting, and any trustees may be removed for neglect of duty.

Section 7. Said board of trustees shall also appoint annually an executive committee of not less than five nor more than nine, who shall hold their office until their successors are appointed, and who shall have the power to execute all the business of the corporation committed to them by the by-laws of the institution, and who shall also be empowered to commence and carry on suits in the name of the trustees of the university, and no person shall be ex-officio a member of said executive committee.

Section 8. The board of trustees shall have full power, in their corporate name to sue and to be sued, to plead and be impleaded, to acquire, hold, use, and convey property, real and personal; to have and use a common seal; to alter and renew the same at pleasure; to make and alter from time to time such by-laws as they may deem necessary for the government of the institution, its officers and servants; to collect and receive funds and to see that every donation or bequest made to the institution be applied in conformity to the condition on which the same is made; to erect suitable buildings, purchase books, apparatus and other supplies necessary in the work of the institution; to hold free of taxation any lands or other property acquired by donation, bequest, or purchase and held expressly for educational purposes, for the endowment of the institution; to appoint such officers, professors and teachers as the work and government of the institution shall require, and prescribe their duties and remove them for sufficient reasons; to prescribe and direct the course of studies to be pursued in the institution and its departments; to fill all

vacancies; to confer such degrees and other honors upon persons they may deem qualified and worthy as are usually conferred by colleges in the United States; to determine the amount of salaries paid or to be paid by the institution; and to have such further general powers, not herein specified, and not inconsistent with the letter or spirit of this act, as are granted to corporations under the name of general provisions in chapter 85, laws 1898, acts amendatory thereto.

Section 9. All acts or parts of acts interfering with the provisions of this act are hereby repealed.

Section 10. This act shall take effect and be in force from and after its passage and publication.

JOINT BOARD OF TRUSTEES AND VISITORS

OFFICERS.

L. M. Alexander.....President
Hon. Nathan C. Giffin, A. M.....First Vice-President
George F. Peabody.....Second Vice-President
Dr. James S. Reeve.....Secretary
James A. Wood, Ph. B.....Treasurer, Appleton, Wis.

TRUSTEES.

Rev. Samuel Plantz, Ph. D., LL. D., *Ex-Officio*, Appleton.

Term Expires 1909.

James A. Wood, Ph. B.,	Appleton.
Herbert E. Miles, A. M.,	Racine.
Hon. Theobald Otjen, A. M.,	Milwaukee.
George Francis Steele, A. M.,	Port Edwards.
John H. Van Dyke,	Milwaukee.
George W. Jones,	Appleton.
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William Gilbert,	Neenah.
George Baldwin, Jr., Ph. B.,	Appleton.
Albert Craft McComb, M. S.,	Oshkosh.

Term Expires 1910.

Rev. Henry Colman, A. M., D. D.,	Milwaukee.
H. P. Magill,	Chicago, Ill.
Rev. John S. Davis, D. D.,	Milwaukee.
*Lyman J. Nash, A. M.,	Manitowoc.
John McNaughton,	Appleton.
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Frank S. Shattuck, A. B.,	Neenah.
J. E. Hamilton,	Two Rivers.
Lamar Sexmith,	Wausau.
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Term Expires 1911.

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Hon. Isaac Stephenson,	Marinette.
*James S. Reeve, A. M., M. D.,	Appleton.

*Alumni Trustee.

Edward Edmonds, A. M.,	Appleton.
H. A. Moehlenpah, A. B.,	Clinton.
George A. Whiting,	Menasha.
Charles R. Smith, A. B.,	Menasha.

VISITORS.

Term Expires 1909.

Rev. E. C. Dixon, A. M.,	Monroe.
Rev. W. R. Irish,	Baraboo.
William Larson,	Green Bay.
Rev. W. W. Stevens, B. D.,	Kenosha.

Term Expires 1910.

Rev. F. E. Bauchop, Ph. B.,	Platteville.
Rev. J. E. Kundert,	Reedsburg.
Rev. Perry Millar, D. D.,	Appleton.
Rev. F. A. Pease,	Oshkosh.

Term Expires 1911.

Rev. Robert Ingraham, B. D.,	Sheboygan Falls.
Rev. F. H. Brigham, A. B.,	Wausau.
Rev. F. M. Haight, B. S.,	Hudson.
Rev. G. H. Willett,	Spring Green.

STANDING COMMITTEES

EXECUTIVE COMMITTEE.

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JAMES S. REEVE, A. M., M. D.
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REV. J. S. DAVIS, D. D.
REV. W. R. IRISH
RT. REV. R. H. WELLER, D.D.

NOMINATING.

REV. H. COLMAN, D. D.
GEORGE W. JONES
E. A. EDMONDS

INVESTMENTS.

JOHN MCNAUGHTON
GEORGE W. JONES
JAMES A. WOOD, Ph. B.

BUILDINGS AND GROUNDS.

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H. A. MOEHLENPAH
GEORGE F. PEABODY
F. S. SHATTUCK, A. B.
REV. WILLIAM ROWE
WILLIAM ROLLINS
F. A. PEASE

LIBRARY.

GEORGE BALDWIN, Jr., Ph. B.
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REV. F. W. STRAW
JAMES S. REEVE, M. D.
REV. WILLIAM HOOTON

AUDITING.

JOHN MCNAUGHTON
GEORGE W. JONES
GEORGE BALDWIN, Jr., Ph. B.

THE FACULTY

SAMUEL PLANTZ, Ph. D., D. D., LL. D., President and Paine Memorial Professor of Ethics and Christian Evidences.

B. A., Lawrence University, 1880; A. M., ibid., 1883; S. T. B., Boston University, 1883; Ph. D., Boston University, 1886; University of Berlin, 1890-91; D. D., Albion College, 1894; LL. D., Baker University, 1905; Pastor, Detroit, Mich., 1886-90 and 1891-94. Present position since 1894.

CHARLES WATSON TREAT, A. M., Vice-President and Philetus Sawyer Professor of Physics.

Graduate Southern Illinois Normal University, 1884; Ph. B., DePauw University, 1890; A. M., ibid., 1893; Graduate Student Lick Observatory, University of California, Summer 1891; Leland Stanford, Jr., University, Summer 1893; Chicago University, Summers 1895 and 1897; Professor in Natural Science in Napa College, 1890-94. Present position since 1894.

EMANUEL GERECHTER, Rabbi Professor of Hebrew and German.

Classical education in Gymnasium at Lissa, Germany; Theological course at Breslau; Preacher, Kempen, Rineland, Germany, 1865-66; Rabbi at New York, Detroit, Mich., Grand Rapids, Mich., 1865-80; Professor of German at Central High School and at Ladies' Bacon Seminary, Grand Rapids, 1874-80; Rabbi Milwaukee, 1880-92; Rabbi, Zion Congregation, Appleton, Wis., 1892. Present position since 1894.

ELLSWORTH DAVID WRIGHT, Ph. D., Hiram A. Jones Professor of Latin Language and Literature.

A. B., 1887, Ph. D., 1894, Cornell University; Teacher of Greek and Latin in the Cascadilla School, Cataloguer in Cornell University Library, 1887-90; Fellow in Latin, Cornell University, 1892-93; Graduate Student in Greek and Latin, Leipzig and Berlin Universities and in Greece, 1894-96; Instructor in Greek, Cornell University, 1897. Present position since 1898.

FREEMAN ALFRED HAVIGHORST, A. M., S. T. B., D. G. Ormsby Memorial Professor of History.

A. B., Iowa Wesleyan University, 1889; A. M., ibid., 1892; S. T. B., Boston University, 1894; Chair of Greek and German, Missouri Wesleyan College, 1889-91; Graduate Student in History and Economics, University of Berlin, Germany, 1893-95; Pastorate M. E. Church, Carlinville, Ill., 1895-96; Pastorate, First M. E. Church, Springfield, Ill., 1896-97; Chair of History and Political Science, Lawrence University, 1897-1905; Pastorate, Lincoln, Ill., 1905-1907. Present position since 1907.

JOHN HERBERT FARLEY, A. M., Professor of Philosophy.

Ph. B., Lawrence University, 1896; Graduate Student, ibid., 1897-98; A. M., ibid., 1898; Graduate Student in Philosophy, Harvard University, 1898-99; Fellow in Philosophy, Harvard University, 1899-1900. Present position since 1901.

LEWIS ADDISON YOUTZ, M. S., Ph. D., Robert McMillan Professor of Chemistry.

Ph. B., Simpson College, 1890; Ph. M., ibid., 1893; M. S., ibid., 1902; Student, Harvard University, (Summer), 1893; Ph. D., Columbia University, 1902; Associate Professor of Natural Science, Simpson College, 1893-99; Professor of Natural Science, Montana Wesleyan University, 1899-1900; Scholar, Columbia University, 1900-02. Present position since 1902.

EMMA KATE CORKHILL, A. M., Ph. D., Edwards-Alexander Professor of English Literature.

A. B., Iowa Wesleyan University, 1899; A. M., ibid., 1893; Ph. D., Boston University, 1893; Student, University of Edinburgh, 1905-06; Professor of English iLterature, Simpson College, 1895 1902. Present position since 1902.

WILLIAM JOSHUA BRINCKLEY, B. S., Ph. D., Professor of Biology.

B. A., Salina Normal College, 1885; B. S., DePauw University, 1901; A. M., ibid., 1894; Ph. D., (Honorary), Austin College, 1897; Student, University of Illinois; Professor of Natural Science, Hayward Collegiate Institute, 1885-88; Professor, Austin College, 1891-03. Present position since 1903.

JUDSON GEORGE ROSEBUSH, A. M., Professor in Economics and Political Science.

Harvard Summer School, 1898; A. B., Alfred University, 1900; A. M., ibid. ,1901; Scholar in Political Science, University of Pennsylvania, 1900-01; Fellow in Economics, Cornell University, 1901-02; Fellow in Economics, University of Wisconsin, 1902-03. Present position since 1903.

JOHN CHARLES LYMER, A. M., S. T. B., Child Professor of Mathematics and Director of the Underwood Observatory.

A. B., Amity College, 1898; S. T. B., Garrett Biblical Institute, 1901; A. M., Northwestern University, 1903; Instructor, Academy of Northwestern University, 1903-04. Present position since 1904.

WILSON SAMUEL NAYLOR, A. B., D. D., Edgar Martel Beach Professor of Biblical Literature.

A. B., Washburn College, 1890; S. T. B., Boston University School of Theology, 1893; D. D., Salina Wesleyan University, 1895; Graduate Study, New York University and Drew Theological Seminary, 1901-02; Travel and Historical Study in Egypt, Palestine, Turkey and Europe, 1895-96, and Summers of 1900 and 1902; Research Study of the African People. Religion and Customs (including a tour of the continent) 1902-04; Pastor, Milwaukee, Wis., 1893-95, and Kenosha, Wis., 1897-1901. Present position since 1904.

ALBERT AUGUSTUS TREVER, A. B., S. T. B., George M. Steele Professor of Greek Language and Literature.

Ph. B., Lawrence University, 1896; A. B., Boston University, 1900; S. T. B., Boston University School of Theology, 1900; Teacher Shawano High School, 1897; Instructor Hebrew and

Biblical Litreature, DePauw University, 1900-02; Jacob Sleeper Fellow from Boston University School of Theology in the Universities of Halle and Berlin, Germany, 1902-03; Graduate Student, University of Chicago, (Summers), 1905, 1906, 1907. Present position since 1905.

MAY ESTHER CARTER, B. L., Dean of Women and Associate Professor of Literature.

B. L., Ohio Wesleyan University, 1892; Principal of High School; Cuyahoga Falls, Ohio, 1893; Preceptress and Teacher of Literature, West Virginia Wesleyan University, 1895-1901; Travel and Study abroad, 1902; Lady Principal and Professor of Literature, French-American College, 1903; Preceptress and Principal of English Department, Troy Conference Academy, 1904; Student University of Edinburgh, 1905. Present position since 1905.

OTHO PEARRE FAIRFIELD, A. M., Professor of Rhetoric.

A. B., Union Christian College, 1886; A. B., University of Chicago, 1896; A. M., Union Christian College, 1900; Principal of Lebanon High School, 1886-1887; Professor of English, Union Christian College, 1887-1902; Principal of Clarinda Institute, 1902-1905; Graduate Student in the University of Chicago, 1895-1896 and the Summers of 1894, 1895, 1896, 1897; Professor of Latin, Alfred University, 1896-1908, and Professor of English, 1898-1908; Lecturer on Art, New York State School of Ceramics, 1903-1908. Present position since 1908.

JOHN GAINES VAUGHN, A. B., Ph. D., D. D., Professor of Comparative Religions and Missions.

A. B., Syracuse University, 1882; B. D., Drew Theological Seminary, 1884; Ph. D., Tennessee Wesleyan University, 1886; D. D., 1898; Pastor, Cincinnati Conference, 1884-1905; Traveled for study in Levant 1900 and in the Far East 1906-7; Secretary "Special Funds" Missionary Society, M. E. Church, 1905-1909. Present position to begin September, 1909.

RAYMOND M. DEMING, B. C. E., Instructor of Surveying, Drawing and Pure Mathematics.

B. C. E., Iowa State College, 1907; Assistant in Civil Engineering, Iowa State College, 1907-08. Present position since 1908.

EARL READ SCHEFFEL, M. S., Instructor of Geology and Mineralogy.

B. S., Denison University, 1907; M. S., ibid., 1908; Assistant in Geology and Zoology, ibid., 1907-08. Present position since 1908.

MARGARET LEWIS BAILEY, A. B., Isaac M. Wing Instructor in German and English, and Director of Physical Training for Women.

A. B., Cornell University, 1903; Student in Leipzig, 1903-04; Graduate in Physical Culture, Posse Gymnasium, Boston, 1906. Present position since 1906.

EMILY HENRIETTA GREENMAN, A. B., Instructor in French.

A. B., Northwestern University; 1904; Graduate Student, Northwestern University, 1904-05; Instructor in French, North-

western University, 1903-04; Instructor in French and Latin, Bradley Polytechnic Institute, 1905-06. Present position since 1906.

ROY EMERSON CURTIS, A. M., Assistant Professor of Economics.

A. B., Nebraska Wesleyan University; A. M., University of Wisconsin, 1908; Physical Director, Nebraska Wesleyan University; Scholar in Political Science, University of Wisconsin.

ELIOT VARNUM GRAVES, Director of Physical Education and Athletics.

Nebraska University Course of Physical Education, 1904; Physical Director in Summer School, Nebraska University, 1903; Director of Athletics, Lincoln Academy, 1904-05; Physical and Manual Training instructor, High School, Columbus, Nebraska, 1905-06; Graduate, Chautauqua School of Physical Education, 1907. Present position since 1906.

JOHN SEAMAN GARNS, Director of School of Expression and Professor of Public Speaking.

Graduated, Drake School of Oratory, 1898; Instructor in Oratory, Drake University, 1898-99; Standard Concert Co., 1899-1900; University of Minnesota, 1900-1903; Graduated, Curry School of Expression, Boston, 1904; Reader and Soloist with Bostonia Ladies' Orchestra, 1904-005; New England Tour, Garns-Grant Co., 1905-06; Instructor Boston School of Expression, 1906. Present position since 1906.

JOSEPHINE M. RETZ-GARNS, Instructor in Expression, Harmonic Gymnastics and Voice Culture.

Attended Cumnock School of Oratory, 1898; Graduated, Drake School of Oratory, 1900; Concert Tour, Standard Concert Co., 1900-01; Retz-Reichard Recital Co., 1901; Graduated, Curry School of Expression, Boston, 1903; with Signor Patricola Grand Concert Co., as Reader and Accompanist, 1903-04; Independent Recital Tour, 1904-05; Imperial Saxophone Quartette, 1905-06; Retz-Nehrbas Recital Co., 1906-07-08.

GENEVIEVE CANAVAN, Tutor in Public Reading and Dramatic Work.

ROBERT WELLINGTON NICKERSON, Principal Commercial Department.

Diploma Business Educator's Association, Canada, 1899; Principal Woodstock Business College, Woodstock, Ontario, 1902-04. Present position since 1904.

H. A. RENEAU, Instructor in Bookkeeping and Penmanship.

Zanerian Art School, 1903; Fort Smith College, 1905-07; Gem City Business College, 1907-08. Present position since 1908.

DELORA KIRKDORFER, Principal of Shorthand Department.

Qualified Teacher of Gregg Shorthand and Touch Typewriting.

WILLIAM HARPER, Director and Instructor in Singing.

Mr. Harper has studied in this country with Courtney, Del Puento, Rivardo, and George Sweet. In Italy, with Buzzi

Peccia. He has also studied with various masters in England. He has made several trips abroad for study; has held church positions in New York, and been for some years a concert and oratoria basso, singing with such artists as Sembrich, Lillian Nordica, and Louise Homer. Lawrence Conservatory of Music, 1907.

ADAMS BUELL, Instructor in Pianoforte.

Mr. Buell is a graduate of the Wisconsin Conservatory, Milwaukee, in 1904. From 1904 to 1907 he was a pupil of Martin Krause in Berlin. Lawrence University Conservatory of Music, 1907.

MRS. HARRIET ALBEE, Instructor in Violin.

Mrs. Albee is a graduate of the Chicago Musical College in 1900, where she studied with Bernard Listemann. Lawrence University Conservatory of Music, 1906.

JOHN SYLVESTER, Instructor in Organ, and Harmony.

Studied Organ, Harmony and Composition at Oxford University, England, with Sarah F. A. Gore-Ouseley, 1877 to 1879. Received advanced certificate from the Tonic Sol Fa College of Music, London, England. Studied with Wilhelm Kuhe, London, and Dr. Hans von Bulow, Berlin, Germany. Also took a special course in interpretation, analysis and musical form with Ernst Pauer, London, 1881 to 1882. Professor of Music at Lawrence University since 1885.

KATHERINE REEVE, Instructor in Voice.

Studied with Miss Munger of Boston, Mrs. Genevieve Clark Wilson, Chicago, and Miss Mary Weed, Berlin, Germany.

WINIFRED BRIGHT, Instructor in Pianoforte.

Student of Miss Gertrude Merrick, Chicago, Mr. Clarence Sheppard, Oshkosh, and Adams Buell, Lawrence Conservatory.

MILDRED FAVILLE, Instructor in Public School Methods.

Studied in Chicago and Peoria, Ill.; Supervisor of Music in Public Schools of Peoria, 1905 to 1908. Present position since 1908.

MRS. ELSIE BUCK BOTTENSEK, Instructor in Painting.

Studied with Selina Clark, Professor Lydston, the Misses Dodge and Mrs. Frackelton.

AIMEE BAKER, Instructor in Drawing.

Studied in Art Institute, Chicago, Ill., and in Academy of Fine-Arts, Chicago, Ill.

SARAH BEMIS, Tutor in Latin.

AMINE BELSCAMPER, Tutor in History

MRS. LYDIA DUNN, Instructor in Voice.

MAMIE NELSON, Instructor in Pianoforte.

DEAN JEFFERS, Assistant in Biological Laboratory.

ROBERT I. PROUT, Assistant in Biological Laboratory.

HARVEY DRAKE, Assistant in Chemical Laboratory.

ERNEST COLBY, Assistant in Chemical Laboratory.

ZELIA ANNE SMITH, M. S., Librarian.

B. S., Lawrence, 1882; M. S., Lawrence University, 1885. Present position since 1883.

ALBERT AUGUSTUS TREVER, A. B., S. T. B., Secretary of Faculty.

OLIN MEAD, B. C. E., A. M., Registrar.

COMMITTEES OF THE FACULTY

ATHLETICS—Professors Lymer, Farley, Graves and Bailey.

ATHLETIC BOARD OF CONTROL—Professor Treat.

CATALOGUE—President Plantz, Professors Corkhill, Fairfield and Youtz.

CLASS OFFICERS—Freshmen, President Plantz and Professor Naylor; Sophomores, Professor Trever; Juniors, Professor Lymer; Seniors, Professor Treat; Academy, Professor Rosebush.

CHAPEL ATTENDANCE—Professor Treat.

CHRISTIAN WORK—Professors Naylor, Havighorst, Carter, and Corkhill.

COMMENCEMENT—Professors Rosebush and Treat.

DISCIPLINE—President Plantz, Professors Treat, Corkhill, and Carter.

ENTRANCE CREDITS—Professors Youtz, Wright and Farley.

ENTERTAINMENTS—Professors Rosebush, Garns, Bailey, and Greenman.

LIBRARY—The Faculty.

ORATORY AND DEBATING BOARD OF CONTROL—Professors Garns and Rosebush.

SCHEDULE—Professor Youtz and Mr. Mead.

STUDENT LOAN FUND—Professors Trever and Brinckley.

SCHOOL VISITATION—President Plantz, Professors Vaughn, Trever, and Naylor.

SEATING—Professor Fairfield and Mr. Mead.

SOCIETIES AND FRATERNITIES.—Professors Farley, Trever, and Corkhill.

STUDENTS EMPLOYMENT—Professors Brinckley, Naylor, and Farley.

STUDENTS' AID AND TEACHERS' BUREAU—President Plantz, Professors Treat, and Farley.

GENERAL INFORMATION

LOCATION AND EQUIPMENT.

LOCATION.

Lawrence University is situated at Appleton, Outagamie county, Wisconsin, on a bluff overlooking the Fox River. There is railway connection with all parts of the state. The Chicago and Northwestern, both Fond du Lac and Ashland divisions, and the Chicago, Milwaukee and St. Paul railroads pass through the city, and make close connections with the Wisconsin Central, Green Bay and Western, and St. Paul and Omaha lines. The new Green Bay and Northern railroad, now in process of construction, will probably reach Appleton in another year. There are electric railway connections with Green Bay, Fond du Lac, and intermediate points, and it is expected that in a few months the Fond du Lac line will be extended to Milwaukee.

The city of Appleton has a population of over 17,000, and is widely known for its natural beauty and prosperity. It is situated on high ground, cut by deep ravines, which gives not only picturesqueness but also healthfulness to the location. It is a city of schools, churches, and other institutions belonging to a well organized community. Few cities of its size afford equal musical and literary advantages, and few can boast so highly intelligent a people.

Appleton is an ideal college location, for it has the advantages of city life without the distractions and temptations of a great metropolis. Its semi-rural surroundings

and the thoughtful, stimulating atmosphere of the community secure the seclusion and quiet so valuable to student life. At the same time the city is large enough to be visited by the best talent in the country.

CAMPUS.

The campus is ideally located, being situated on the north bank of the majestic Fox, where the business and residence sections join. It is within two blocks of the beautiful city park, within three blocks of the public library, and within three blocks of the principal Protestant churches. The campus is covered with great elms and oaks and is adorned with shrubbery. It is threaded with cement walks, and is regarded as exceptionally attractive. The trustees have recently extended it to the east and west by the purchase of adjacent properties. The buildings are for the most part located on the brow of a bluff which rises over a hundred feet above the river.

ATHLETIC FIELD.

The college owns an athletic field of about five acres, located some blocks to the northeast of the campus and within easy walking distance. It is on the interurban electric line between Appleton and Kaukauna, and within a block of the city line. It is a fine field for outdoor sports, and has been provided with a cinder running track and other needed equipments.

BUILDINGS.

University Hall.—This building is a substantial stone edifice 120 by 60 feet and four stories high. It is in the classic style of architecture, and is much admired for its ideal proportions and imposing appearance. For many

years it was regarded as the best college building in the west. It was erected in 1853, and has for nearly forty years been practically covered by a magnificent English ivy which adds to the effectiveness of its appearance. It contains the lecture rooms for the work in language, history, literature, politics, and philosophy. The offices of administration are in this building, as well as a commodious chapel and the halls of the men's literary societies.

Stephenson Hall of Science.—This building is named after the Hon. Isaac Stephenson of Marinette, who gave the largest subscription toward its erection. It was built in 1899 and is in the English classical style of architecture. It is constructed of grey pressed brick and Bedford sandstone and is 110 by 80 feet and three stories and basement in height. The entire four stories are used for laboratory and lecture room purposes. It is designed for the use of the departments of chemistry, physics, biology, and geology. Men of eminence in science who have visited it have pronounced it one of the best science buildings possessed by any institution of college rank in the country. It contains some sixty-one rooms which are devoted to scientific purposes and which are well equipped with apparatus. Besides lecture rooms and larger and smaller laboratories, it contains offices for the professors, a photography room with several dark rooms, spectroscope room, constant temperature room, shop for repair of apparatus, a conservatory for growing botanical specimens, store rooms, and an extensive museum. It is fitted with all the devices and conveniences which experience has found to be desirable, and is admirably adapted to the uses for which it was designed.

Carnegie Library.—The erection of a library was made possible by the gift of $54,000 by Mr. Andrew Carnegie in

1905, the building being completed the following year. It is a handsome two-story building with a high basement, 100 by 70 feet, and is constructed of grey pressed brick and Bedford sandstone. It is much admired as a fine specimen of modern classic architecture. The basement contains an unpacking room, repair room, magazine room, stack room, and two lecture rooms. On the first floor are a large reading room, a periodical room, a reference room, a cataloguing room, the librarian's office, and a stack room. The second floor contains five seminar rooms and a lecture room which will seat 200 people. The stack room and wall space of the reading and reference rooms will accommodate about 100,000 volumes. The library is provided with vaults, dust flues, speaking tubes, book elevators to seminar rooms, and all the devices of the best modern library construction. The stack room is fire-proof. The interior of the library is finished in quartered oak, and the furniture has been designed to correspond in quality and style with the interior.

Alexander Gymnasium.—This building was erected in 1901 and is named after Mr. L. M. Alexander, the principal donor. It is 100 by 75 feet and contains a large gymnasium room 100 by 50 feet, surrounded by a gallery which also serves as a running track. Besides this room there are two offices, an apparatus room, a trophy room, a small assembly room, locker rooms for men and women, measuring rooms, bath rooms for both sexes, a swimming pool, and a bowling alley. The building is modern in its appointments and well adapted to the purpose for which it was erected.

The Observatory.—The Observatory was erected in 1892 and was largely the gift of the citizens of Appleton. It is an excellent two-story building, and is devoted to the use of the mathematical department. It contains a large lecture room, transit, computation and library rooms, and

furnishes ample accommodation for astronomical and mathematical work. It is equipped with transit-circle, ten-inch telescope, spectroscope, chronograph, sidereal and mean time Howard clocks, and other valuable instruments. Throughout the school year, with the exception of the winter months, the Observatory is open to visitors each Wednesday evening from 8 to 10 o'clock. Special arrangements may be made with high schools or out of town parties.

Ormsby Hall.—Ormsby Hall, the gift in large part of the late D. G. Ormsby of Milwaukee, is a beautiful stone and brick building and is used as a dormitory for women. It was originally erected in 1889, but was rebuilt and enlarged in 1906. It is heated by steam, lighted by gas and electricity and is provided with all modern improvements and conveniences. It contains dormitory rooms sufficient to accommodate 130 women. It has large and beautiful parlors, rooms for the Dean of Women and her assistant teachers, hospital rooms, a very commodious dining room which will seat 175 persons, and other rooms usually found in such a structure.

Ormsby Annex.—This building adjoins Ormsby Hall and provides additional dormitory accommodations. It is heated by steam, lighted by electricity, and has all modern conveniences.

Lawrence House.—This is an additional dormitory for women and is located about half a block from Ormsby Hall. It is heated by steam and lighted by electricity and furnishes excellent accommodations for roomers.

Music Hall.—In 1906 the trustees purchased and rebuilt a building for the school of music. It is excellently adpted to the purpose, containing studios for the professors, and a large number of practice rooms for students. The building is well equipped with musical instruments.

President's House.—An excellent residence has been erected on the college grounds for the use of the president.

Heating Plant.—The college owns a central heating plant by which the different buildings are heated.

Men's Dormitory.—Money is now being raised to erect a men's dormitory which will be built in the near future.

A commodious residence has been bought which accommodates between thirty and forty boarders and is called after the college colors, "The Blue and White Club."

Chapel.—During the past year the students started a fund to erect a chapel as a memorial to the late Helen Fairfield Naylor. This was increased by friends of the institution and now amounts to $19,000. It is confidently expected that by the end of the present college year enough money will be in hand to render the erection of this building possible.

LIBRARIES.

The College Library.—The library is housed in a building erected in 1906 by the generosity of Mr. Andrew Carnegie, which provides superior accommodations for library work. It is open throughout the day, including Saturday forenoons. The library contains over 25,000 books and 9,000 pamphlets. It was endowed in 1850 by Mr. Samuel Appleton of Boston, Mass., who gave $10,000 for its support. By judicious investment this gift has been increased to about $20,000. The income from this fund and the money received from a student library fee, together with the profits of the college book store, are used in the maintenance of the library. Appropriations are also made occasionally from the general funds. The library is arranged according to the Dewey decimal classification, and has very complete

subject and author card indexes. The librarian and her assistants are always ready to render any possible assistance to inquirers. The use of the library is extended to persons in the city of Appleton who comply with certain necessary conditions. Free access to the shelves of the reference room is permitted.

The reading room is large and attractive and supplied with the best foreign and American periodicals.

The college especially solicits gifts of books, pamphlets, and scientific papers from the graduates of the institution and from its friends.

The Jones Memorial Latin Library.—This library is established in memory of the late Prof. Hiram A. Jones, who for forty-four years held the chair of Latin Language and Literature. It adjoins the Latin lecture room and is beautifully fitted up by the generosity of friends and former students. It contains about 1,200 volumes of reference works for the department, and is open to students who are in classes in advance of the Freshman year.

Department Libraries are provided for most of the departments, especially those of mathematics, chemistry, physics, biology, and geology.

The Free Public Library of the city of Appleton is within three blocks of the college and is open to the use of students. It contains over 10,000 volumes.

MUSEUM.

The Museum is located on the fourth story of the Stephenson Hall of Science, where it has commodious accommodations. The collections are arranged with special reference to educational use, and are accessible to students. The natural history collection covers a wide range and is

exceptionally complete, especially in the collections of corals, sponges, echinoderms, shells, birds, algae, fungi lichens, mosses, and ferns (both native and foreign).

The herbarium comprises several thousand specimens, representing the flora of the state, various parts of the United States and foreign countries.

The mineralogical collection is especially fine and extended. It has many rare specimens secured by gift and purchase.

The paleontological collection is large and contains specimens representing the various geological horizons, many of which are very rare and valuable; those of the coal measures are especially fine and complete.

Some years ago the college purchased the extensive conchological collection of the late Dr. Henry Brown, which is one of the most extensive collections of the kind owned by any college in the United States. The anthropological collection contains a variety of relics and specimens obtained from various countries. The collection illustrative of the civilization of the Incas is especially complete. It has been enriched from time to time by gifts of friends and alumni residing in various parts of the world, especially those in missionary fields. There is a special alcove set apart for the relics of American history and it contains a number of valuable specimens.

The Museum has the nucleus of a collection of the utensils of "Ye olden times," which it is desired may be increased by other donations.

The more important donations during the year have ben iron ores and a fourteen hundred pound hematite from W. A. Siebenthal, a five hundred pound specimen of sphalerite, the gift of Mr. L. Bonini, Jr., a fine specimen of the Orthoceras, given by the C. F. Smith Stone & Brick Co., a

copy of the "Ulster County Gazette," bearing the date of December, 1800, by N. C. Giffin.

NATURAL SCIENCE LABORATORIES AND EQUIPMENT.

The Chemical Laboratories.—The Chemical Department occupies the basement and first floors of the west half of the Stephenson Hall of Science.

On the basement floor is a laboratory for general inorganic chemistry fitted with desks and lockers for sixty-four students, each desk equipped with gas, water, and all needed apparatus for the first year course. This laboratory has special ventilating pipes and chambers at the desks, an additional draught chamber room adjoining with good ventilating flues, and also a special room opening into the main laboratory fitted with agate bearing balances for use in general chemistry. The general supply room for the department opens into this laboratory. On this same floor are located an organic laboratory with desks for sixteen students; a room for organic combustions with combustion and bomb furnaces; a room for the fire assay of ores, and electrolytic analysis equipped with a gasoline assay furnace and electrolytic apparatus. Separated from these laboratories is a room for water, food, and gas analysis with adequate equipment for necessary work in these lines.

On the first floor are located the lecture room especially well lighted and fitted with raised seats; a laboratory for analytical chemistry accommodating forty-eight students with an adjoining reference library room; a balance room containing among other balances three high grade chemical balances of the Staudinger and Becker types, a barometer, and a case filled with material for purposes of illustration in the lectures; a private laboratory for the instructor; a spectroscopic and polarimeter dark room containinig a

Kruss spectroscope, a Frick polarimeter and saccharimeter and other apparatus necessary for these lines of work. The general equipment is adequate for special lecture demonstrations and the supply room is furnished with refined chemicals and apparatus for analytical, organic, or research work.

The Physical Laboratories.—The rooms available for the work in Physics are situated on the first and second floors of the Stephenson Hall of Science. The building stands on the north bluff of the Fox River, so that the lower floor is dry and well adapted for laboratory purposes. On this floor are a large laboratory, capable of accommodating twenty-five students at one time, a smaller laboratory, a constant temperature room, a dynamo and motor room which is also used as a laboratory, a large dark room, storage battery room, a magnetic laboratory and a good shop.

On the second floor is situated a well furnished recitation room equipped with gas, electric light, water and steam supply, Colt projection lantern, curtains for darkening the room, etc. On this floor, too, are the office and photographic dark room, the photometry room, balance room, departmental library room, one large and two smaller laboratories and the apparatus room.

The department is well supplied with high grade apparatus from the shops of the leading manufacturers, both domestic and foreign.

The library is up to date, and additions are being made from time to time of those books which are most valuable for the student's work.

The Biological Laboratories.—The rooms of this department include a large and well equipped lecture room, office of the professor, dark room, store room, preparation room, culture room, histological laboratory, two large laboratories,

and a department library. The tables and other furniture are of the most modern type. Each of the large laboratories contains a large aquarium. The department is equipped with a complete line of microscopic slides, lantern slides, projection microscopic stereopticon, opaque projection lantern, charts, models, compound and simple microscopes, of the best American and European makes, a full line of apparatus for histological, physiological and bacteriological work and demonstrations. Each student has his own desks and lockers, simple and compound microscopes, and other instruments and apparatus needed for individual work. Each of the laboratories is equipped with a complete line of reagents.

In addition to the laboratories there is a room with special heating and lighting for experimental plant physiology and the growth of material for class work.

The Museum contains a complete line of material illustrative of both invertebrate and vertebrate forms. The herbarium is large and comprehensive both as to the range of territory covered and the number of species represented.

The Mineralogical Laboratory.—The Department of Geology and Mineralogy is located on the second floor of the Stephenson Hall of Science. It includes an office for the professor, a lecture room, store room, and a large and a small laboratory. The lecture room is equipped with a stereopticon, maps and other illustrative apparatus. The laboratories are especially designed for the chemical and physical study of minerals, of which the department has an extensive equipment, including an excellent government collection. A state check list consisting of several thousand of fossils representative of the Palaeontology of Wisconsin is at the disposal of the department, and an exceptionally large conchological collection is also available for

study. The reference library receives the latest publications of the Wisconsin and National Geological Surveys.

MATHEMATICAL AND ENGINEERING EQUIPMENT.

The Observatory is used for instruction as well as observation, and is well equipped for the purpose. The department is provided with models, transits, levels, theodolite, plane table, surveyor's compass, sextants, current meter, aneroid and mercurial barometers, polar planimeter, rods, pickets, tapes, chains, drawing instruments, etc., and a good mathematical library.

For the purpose of studying Astronomy few institutions of equal rank have so complete an outfit open to students. The Observatory is fitted with a ten-inch equatorial and four-inch meridian transit by Clark, both lighted by electricity; three Howard clocks, a mean time, a sidereal and an electrical; sidereal chronometer, chronograph, polarizing helioscope, position micrometer, spectroscopes, a standard barometer, together with many smaller instruments.

ADMINISTRATION AND ORGANIZATION

PURPOSE.

Lawrence enjoys the reputation of being a high grade college. The end sought in its work is not specialization and the training of the investigator, but general culture. The effort is made to impart information, give thorough discipline, and develop correct habits of observation and reflection. It is not intended to prepare men for any of the special occupations and professions, but to make them ready to enter upon professional courses by having secured a good general education and careful preliminary training.

IDEALS.

The ideal entertained by the founders of the institution is the development of manly and womanly character, based on a true estimate of moral values and a proper appreciation of religious motives. No attempt is made to influence denominational preferences or impart sectarian tenets. The charter especially provides that "no religious tests shall ever be exacted of trustees, teachers, or students;" but while free from sectarian bias, the instruction exalts those great religious ideals and conceptions which have proved the most potent factors in the development of the highest type of Christian manhood and womanhood. It does not consider that its work is simply to train the intellectual faculties; but believes that it should with this, both develop the moral character and cultivate the spirit-

ual life. It seeks to prepare men not simply for business success, but for "complete living,"—for all the responsibilities that life in human society may bring.

GOVERNMENT.

The discipline of the institution is administered with firmness and impartiality. It aims to develop self-control, manliness and womanliness, and a generous public spirit—to induce such a high moral sentiment as will be in itself a powerful governing force in the school community.

Every student admitted to college is expected to obey its rules and regulations, to conduct himself with propriety; to be diligent in study, respectful to the faculty, courteous to his fellow students, law-abiding in the community. The frequenting of saloons, pool rooms, and resorts of a questionable or immoral character is strictly forbidden. Students found guilty of disorderly conduct or low vices of any kind, will be subject to such discipline as the faculty may deem the case merits. Hazing in all forms is strictly forbidden on pain of expulsion. In minor offences admonition on the part of the authorities is often sufficient, but suspension and expulsion are resorted to when other means of correction fail.

Students whose conduct proves them to be at variance with the methods and spirit of the college, or who do not attain a satisfactory standing in their class, may for the obvious good of the school, be dropped, even though no specific offense meriting expulsion or suspension be charged against them.

While impertinent informers will not be encouraged, it is expected that when young persons are exposing themselves to permanent harm, high-minded students will be governed by the dictates of conscience and common sense,

rather than by any false sense of honor, in the disclosure of facts. In case of injury to persons or property, or of gross immorality, the same principle will be observed respecting the requiring of testimony as prevails elsewhere in civil society.

At Ormsby Hall a system of self-government based on the honor of the student prevails. Authority is vested in a student council of nine, assisted by a number of proctors in each building. This council receives complaints and pronounces judgment such as in its opinion the case merits. Certain matters are reserved to the Dean of Women for determination.

STUDENT COUNCIL.

A student council exists composed of representatives of the four college classes, to which is committed certain matters of discipline, such as the enforcement of the honor system in examinations, the management of "All College Day" with its contests between the Freshmen and Sophomore classes, and other matters which are handed over to it by the faculty. The Student Council serves as an agency by which student sentiment may be expressed to the management of the institution, and through which the plans and desires of the authorities may be conveyed to the students.

LEAVE OF ABSENCE.

A student who desires to be absent from the city during term time should apply to the president for permission and unless the circumstances of the case render it impracticable, such permission must be obtained before the student's departure. Absence from classes thus occasioned will only be excused when a leave of absence has been properly secured.

MORAL AND RELIGIOUS LIFE.

Lawrence is a Christian, not a sectarian college. The trustees and teachers represent different denominations. Students from all churches, including Jews and Roman Catholics attend. The religious life of the institution is on the broad basis of Christian fellowship without reference to denomination or creed. Membership in the student Christian organizations is conditioned only by Christian character. Officers in these associations are chosen solely for the qualities of Christian leadership which they possess.

Lawrence is a Christian community. About eighty per cent of the students are professing Christians. This is a much larger proportion than that of professing Christians in families comprising most church parishes. There are twice as many religious services at Lawrence each week as the average church offers its constituency. The intellectual, social, and athletic activities are dominated by the Christian spirit. The religious life is the most vital factor of the institution. We know no college where the religious tone is higher.

From the first day until the end of the college course *the religious helps are many and constant.*

1. New students are welcomed at incoming trains by reception committees of the Young Men's and Young Women's Christian Associations, and in every way that kindly courtesy can suggest the opening days are made pleasant for the new comers.

2. There is a daily chapel service throughout the year. Since it is a matter of common experience that we all need more or less stimulus for regularity at religious services when under the constant stress of class preparation, chapel attendance is required of all students. Nine absences are permitted each semester.

3. Students are required to attend at least one preaching service and one other religious service each Sunday. Every student indicates at the beginning of the year the church preferred. He is expected to attend that church regularly.

4. Prayer meetings are conducted by the president on Wednesday evenings of each week.

5. College vespers are held in the chapel one Sunday afternoon of each month. The service is distinctly collegiate in character and spirit, the aim being to combine dignity, simplicity, and spirtuality.

6. The Christian Student Associations conduct devotional services for men and women simultaneously at 6:30 o'clock Sunday evenings. These meetings are wholesomely attractive. In them the right living and high thinking of the college community crystallize.

7. Special religious services under the auspices of the college or the Christian associations are frequently held.

8. Some of the best religious work of the institution has been accomplished through prayer circles maintained for a part of each year among congenial groups of students.

9. From fifteen to twenty Devotional Bible Classes, open to all students, are conducted throughout the year by the Christian associations.

10. A missionary reading and lecture course, and missionary meetings at the Christian associations offer inspiring views of world-wide Christianity.

11. All teaching at Lawrence is from the Christian point of view, a most important consideration, since the character of the instructor is a great factor in education.

12. Lawrence offers an exceptionally large number of optional courses in the Bible and religion. These courses are presented not from the standpoint of a theological

school, but as essential factors in the liberal culture of twentieth century men and women.

SOCIAL LIFE.

Special care is taken to make the social life of the college helpful and interesting. Indeed, it is recognized that this is a valuable part of a student's training. Many persons count their college acquaintances and enjoyments as among the most valuable features of college life. The social events are largely in the hands of the students, and are held under the auspices of the college classes, and the various organizations of the college. The Y. M. C. A. and the Y. W. C. A. give occasional receptions, as do the literary societies. The fraternities and sororities are social organizations highly regarded by the students. A wholesome social atmosphere pervades the institution, and college life at Lawrence is enjoyable as well as intellectually advantageous.

PUBLIC EXHIBITIONS.

Any club, association or company of students proposing to give one or more entertainments or exhibitions, social, athletic, or otherwise, before making any contracts or engagements, must present its plans to the faculty Committee on Entertainments, of which the president of the college is chairman, and no engagements shall be made without the approval of such committee. A Freshman with an entrance condition may attend, but he cannot be a participant in such an entertainment without the permission of his class officer, and not then if his standing in any study is below 70. No student whose work is incomplete in more than one course, or who is below grade in more than one study, is allowed to manage, or be a participant in any game, contest or entertainment given by any club,

association, or team of students; and any student who is below grade in any three courses shall be debarred for the remainder of the semester from the privileges and duties of any social or athletic organization with which he is connected.

PHYSICAL CULTURE.

Especial attention is paid to the health of students. All Freshmen and Sophomores are required to take work in Physical Culture under competent instructors for men and women. Soon after the students enter they are subjected to a careful physical examination and exercises in the gymnasium are prescribed especially appropriate of their needs. The taking of physical exercise on the part of all the students is encouraged and the gymnasium is open from 9 A. M. and the director or his assistant is in attendance to render service or advice. Various games are organized, and students divided into teams to contend in them. Courses in the care of health and in methods of physical culture are given by the director, and credit is received when this work is elected. Outdoor sports are encouraged. Teams for football, base ball, tennis, track and other field athletics are regularly organized. While the emphasis is not so much on the production of expert teams as the cultivation among the students of a love of outdoor life and sport, the students have been exceptionally successful in their athletic contests with other colleges. The athletics of the college is under the management of an athletic board with faculty representatives, and this is subject to the Faculty Committee on Athletics. A gymnasium fee is required of each student which gives him the use of a private locker, a physical examination, and all the privileges of the gymnasium. Students who are below grade in more than three hours cannot compete in any in-

tercollegiate contest and students who are below in more than two courses must drop out of all athletic teams until their work has been made up.

EXPENSES.

Expenses have been reduced to the lowest possible amount for the advantages offered, and cover but a minor part of the cost to the institution of the student's instruction. The regular charges per semester are as follows:

Tuition	$ 3.00
Incidental	20.00
Graduating fee	10.00
Library fee, per semester	1.00
Gymnasium fee, per semester	1.50
Examinations at other than regular times	1.00
Preliminary examinations, if required	1.00
Physics	3.00
Chemistry	5.00
Biology	3.00
Botany	3.00
Mineralogy	3.00
Physiology	2.00
Surveying	2.00
Mechanical Drawing	2.00
Astronomy	2.00

Students taking more than seventeen hours work per week will be charged one dollar and fifty cents for every additional hour. Students taking less than regular work are charged one dollar and fifty cents per hour.

Students doing work *in absentia* will be required to pay seventy-five cents for every hour of work taken.

All bills *will be required to be settled in advance,* and when they are not paid within the first three weeks for any cause $1.00 extra per week will be charged.

No bills are made out for less than half a semester, and

then only when the student does not expect to remain through the semester. College students absent for a semester or part of a semester and still continuing with their classes will be charged the regular semester fees.

Students' bills are two dollars more when they enter after the regular registration days.

No student can have an honorable dismissal, or certificate of progress in his studies, until his bills are paid or payment thereof guaranteed.

REFUNDING OF TUITION.

No money will be refunded to a student who leaves before the close of the semester. An exception to this rule is made in the case of a student who is excused from his classes during the first half of the semester on account of his own illness. In this case, the student will pay for the time of actual enrollment at the rate of $3.00 a week, and the remainder of the term will be refunded.

LIVING EXPENSES.

Living Expenses for Men.—The most important item of expense for the student is the cost of living. Every effort is made by the college authorities to reduce this to the smallest figures possible. The college has one house where rooms are furnished men, and has secured a site during the present year on which, in the immediate future, it expects to erect a modern dormitory. Rooms can be secured in private families at from fifty cents to two dollars a week, according to location and accommodations. There are three fraternity houses, where between fifty and sixty students live.

There are student clubs in which board is furnished for from $2.00 to $2.75 per week; and board can be secured in

private families at from $2.50 to $4.00. Some students have private clubs and reduce their expenses to $2.00 per week. Others board themselves at even a lower figure.

The necessary expenses for one year (exclusive of clothing, traveling and laundry) are as follows:

LOW.

Tuition and incidental fees	$ 46.00
Gymnasium fee	3.00
Library fee	2.00
Books	8.00
Table board	75.00
Room rent	18.00
Total	$156.00

LIBERAL.

Tuition and incidental fees	$ 46.00
Gymnasium fee	3.00
Library fee	2.00
Books	20.00
Table board	90.00
Room rent, heat and light	36.00
Total	$201.00

Personal expenses depend so largely on the habits and tastes of students that the college makes no attempt to estimate them. Those who wish to be economical need not spend much in excess of what is outlined above. Students who enter largely into the social life of the college and community will naturally spend considerably more. Few students will find it necessary to expend more than from $200 to $250 a year and they can get through on from $175 to $200. Students who board themselves privately or in clubs often bring their expenses within $150 a year. No discriminations are made against students who earn their own way.

Living Expenses for Women.—The women students live and board in Ormsby Hall, in the Ormsby Annex, or in Lawrence House. The Hall is in charge of a competent matron and dean, who carefully consider the needs of the residents. Applications for admission should be made early, and should be accompanied with a deposit of $5.00, without which no room will be reserved. If a room is engaged and the matron is notified to cancel it before August 15 the deposit fee will be returned, but in no case if the notification is received after this date. Students who are permitted to leave the Hall before the close of the semester will be required to pay the room rent till the end of the semester.

Payment for room and board must be made at the end of each month, and when this is not done an extra charge of $1.00 per week will be made as long as the bill remains unpaid, unless arrangements have been made to postpone payment. The three buildings furnish accommodations for about one hundred and fifty women. The buildings are heated by steam, lighted by gas and electricity, and have all the modern improvements. Rooms are furnished with bedsteads, woven wire and wool mattresses, table, chairs, bureau, washstand, mirror, bowl, and pitcher. Other articles students will provide for themselves. The floors are oiled or painted and may be so used, unless the student prefers a rug or carpet. Board in the Hall (including heating, washing of towels, napkins, and bed linen not to exceed six pieces) is from $3.50 to $4.50 per week, according to the room taken, the board bill to be paid a month in advance; seventy-five cents per week will be charged extra for students who room alone. An extra charge is made for light; the expense will vary from ten to twenty cents per week according to amount consumed.

Women from abroad are required to board in Ormsby Hall, unless for *adequate reasons,* at the request of their parents or their guardians, they are excused to board elsewhere. (Occupants of rooms will be required to pay promptly for any damages.)

Students must pay for all laundry, except napkin, towels, and bed linen not to exceed six pieces per week. It is requested that all linen be plainly marked.

An average estimate of living expenses for women who board and room in Ormsby Hall with heating, lighting, and washing included is, $70 per semester.

Those who board themselves reduce their expenses for board to below $100 per year.

This estimate does not include tuition or incidentals which would be the same as that estimated above for men, nor does it include personal expenses.

SELF HELP.

The college seeks in every way to assist students of limited means to secure an education, and is able to give employment to a few in taking care of the buildings and grounds. The number who can be thus assisted is, however, quite limited. There is opportunity for many more to find work in the city, and a large per cent of the men students earn their expenses wholly or in part. They are employed in various occupations and trades, such as bookkeepers, stenographers, clerks and watchmen in stores; janitors of churches, offices, and public buildings; helpers about private dwellings; chore boys, waiters at clubs and hotels; delivery men, collectors, agents, teachers, typewriters, and so forth. It is seldom that an energetic and faithful young man fails to find work. The faculty has a committee from its number which seeks to find employ-

ment for students, and the Y. M. C. A. also endeavors to perform the same service through its employment bureau. Remunerative work, however, can seldom be arranged for in advance of the student's arrival, as few men wish to employ students without seeing them personally. As the student becomes better known his chances for self-help are increased, and if he be a good worker and faithful, assured. No student, however, should endeavor to carry his studies and pay his own way, unless it is absolutely necessary, as it is an interference with the best school work and is besides a physical strain.

LOAN FUNDS.

There is a small fund, the gift of several benefactors, which can be loaned to such young men as the president may deem most worthy.

Mr. D. G. Ormsby left a fund which has been substantially increased since his death by Mrs. Ormsby, from which $50 a year is loaned to any young women in the College of Liberal Arts who need assistance. The loans are made on non-interest bearing notes with indorser, and to be paid at such a time as is agreed upon.

The Educational Society of the Methodist Episcopal Church makes an annual appropriation to Lawrence of from $1,500 to $2,000, which the college can loan to needy students who are members of that denomination. Loans are made in varying sums, according to the needs of the individual and the number of applicants. Students can usually secure from $50 to $100 a year. The loans are without interest and do not become due until two years after the student leaves college. Additional funds to assist needy students are much desired. The attention of the benevolent is called to this opportunity to help aspiring and worthy young men and women.

SCHOLARSHIPS.

1. No tuition will be charged any student owning a perpetual scholarship, or any student presenting a written order from the owner of a scholarship authorizing its use by said student. In the use of a scholarship, however, it is always to be understood that the scholarship is to be presented; and further, if the scholarship has passed from the hands of the original owner, said scholarship must show the transfer properly endorsed. The use of a scholarship cannot be sold by the owner, and can only be assigned to the student as a free gift. This does not refer to scholarships offered by the college as prizes, but to scholarships which were formerly sold by the trustees to increase endowment.

2. Lyman A. Jones Scholarship—the income of $1,000.

3. Samuel A. Jones Scholarship—the income of $2,000.

4. Tuition Scholarships—limited in number but providing free tuition in the Academy and College, at the discretion of the faculty.

5. McMullen Scholarship.—This scholarship was founded by John C. McMullen of Oakland, Cal., a member of the class of 1880. It is bestowed "at the discretion of the president upon any worthy student having promise of future usefulness, and who is studying in either the department of mathematics, science, or philosophy." The income of the endowment of this scholarship amounts to about $75 a year.

6. Helen Fairchild Naylor Scholarship.—This scholarship was founded by Mrs. Naylor's last earnings before she was married. In view of its source the scholarship will be annually awarded to students (preferably Juniors) who have exceptional records for character and scholarship and who are at least partially dependent upon their own re-

sources in securing an education. It is hoped that all recipients will become Mrs. Naylor's co-helpers of future worthy students by returning to the fund with in a few years after leaving Lawrence, the amount which they have received. The original endowment of $1,000 may thus be increased from year to year and the number of students helped be multiplied. The awarding of this scholarship will be made by the president of the college and the professor of Biblical Literature.

7. The University of Wisconsin has granted the faculty of Lawrence College the right to nominate one scholar each year for graduate work. The income of this scholarship is $225.

8. The Rhodes Scholarship.—This scholarship is granted the colleges of Wisconsin, and is obtained by competitive examinations. Any male student not less than nineteen, nor more than twenty-four years of age can take the examinations. The papers are examined at Oxford, and from the successful candidates, one is chosen by a Wisconsin state committee. This scholarship is worth $1,500 a year, and is for three years.

9. Freshman Scholarships.—Four scholarships of $100 each will be awarded to freshmen on the basis of a competitive examination, held a few days after the opening of the fall semester, in the high school subjects of English, Latin, and Mathematics. These scholarships are called the Norman Brokaw scholarship, the John McNaughton scholarship, the James S. Reeve scholarship, and the Lawrence scholarship. All students regularly matriculated in the college as freshmen without entrance condition, and enrolled as members of the classes in the above subjects, will be eligible to participate in the competition. The successful candidates are to continue to be acceptable in character

and demeanor and to maintain their high class standing throughout the year, under penalty of forfeiting their scholarships.

PRIZES.

Annual Prizes have been established in this institution as follows:

1. The Lewis Prize, founded in 1865, by Governor J. T. Lewis, and bestowed upon the student making the best record in scholarship and deportment during the year. This is open to students in the department of Liberal Arts.

2. The President's Prize, for excellence in declamation.

3. The University Prize, for excellence in oratory, open to members of the Junior class. All orations must be handed in by the first week in January.

The last two prizes are open only to the members of the Junior and Sophomore classes.

4. The Tichenor Prize.—The prize founded by Charles O. Tichenor, A. M., of Kansas City, Missouri, is the income of $1,000 invested for that prize, and it to be awarded during the second semester of the Senior year to the student who has made the greatest advancement in English Literature during the course.

5. The Brooks Prize, to be awarded to that member of the Sophomore class who shall attain the highest proficiency in the Greek Language and Literature. The prize was founded by Prof. Jabez Brooks, D. D., of the University of Minnesota.

6. The Hicks Prize, to be awarded to that member of the Sophomore class who shall write the best English composition. This prize was established by Hon. John Hicks, of Oshkosh.

7. Two prizes for work in Latin: (a) The McNaughton Prize, given by John McNaughton, and to be awarded

to the student who shall attain the highest proficiency in the work of the Sophomore year; (b) The Peabody Prize, given by George F. Peabody, and to be awarded to the student who shall attain second rank in the work of the Sophomore year.

THE WISCONSIN STATE INTER-ACADEMIC LITERARY CONTEST.

The second annual literary contest, called briefly the "Inter-Academic," will be held at Appleton, May 21, 1909, under the auspices of Lawrence University. The contest will be open to the students of the high schools and academies of the state of Wisconsin. However, no high school is permitted to send more than two candidates for examination in any subject. The aim will be to stimulate, by competition between the secondary schools, an interest in matters intellectual and to put honor upon successful mental attainments.

Twelve cash prizes amounting to three hundred dollars ($300), and twelve "honorable mentions" will be given to the twenty-four foremost scholars of the state, as determined by the result of written examinations; also a trophy cup will be awarded to the school whose students make the greatest number of points.

Those students, and those only, shall be eligible as contestants, who are regularly enrolled in the Wisconsin high schools and academies, and who shall have been in attendance in such schools at least twenty weeks of the present school year. Such eligibility on the part of a candidate must be certified by his principal. No student that has taken work in any normal school or in any college or university, shall be eligible to take part in the contest.

The subjects in which examinations will be offered are:

(a) Greek Grammar and composition; Xenophon's Anabasis, four books; Homer's Iliad, three books.
(b) Latin Grammar and composition; Caesar, the equivalent of four books; Cicero, six orations, viz., The Manilian Law, The Four Against Catiline, and The Citizenship of Archias; Virgirl's Aeneid, six books.
(c) German, two years high school work.
(d) Algebra through quadratic equations, Plane and Solid Geometry.
(e) English, including English Literature, American Literature and Rhetoric.
(f) Science, including Physics, Physiology, Chemistry and Botany.

In each subject there will be two prizes and two honorable mentions, viz:

(a) First prize, $30.
(b) Second prize, $20. .
(c) First Honorable Mention.
(d) Second Honorable Mention.

A trophy cup will be awarded to the school that wins the most "points" in the contest, (examinations in Greek will not be included) and is to be retained by this school for one year or until the annual contest shall assign it to another school. The "points" are to be determined as follows:

(a) A first prize counts 4 points.
(b) A second prize counts 3 points.
(c) A first honorable mention counts 2 points.
(d) A second honorable mention counts 1 point.

The examinations will be held at Lawrence College on Friday, in two sessions: three simultaneously in the

forenoon, two simultaneously in the afternoon. The schedule is:

9:00 A. M.—(a) Greek, (b) Latin, (c) German.
1:00 P. M.—(a) Mathematics, (b) English, (d) Science.

This schedule makes it evident that a candidate cannot try more than two subjects. In general, the scope of the examination in each case will be that of the work done in the accredited high school in any particular subject. But, that the prospective contestant may gain a more definite idea of the exact nature of the test, specimen sets of questions will be submitted on request.

STUDENT ORGANIZATIONS.

Literary Societies.—There are five literary societies connected with the institution, viz.: The Phililathean, Phoenix, and Euphronia for men, and the Athena and Lawrean for women. The societies are in a prosperous condition, and most of the students avail themselves of the advantages offered. The halls are provided by the University, but are well furnished through the liberality of the members and friends. The societies meet every week for literary and oratorical improvement, and occasionally give public and literary entertainments.

Fraternities and Sororities.—There are three fraternities and four sororities connected with the university. The fraternities are well located in private houses—either owned or rented—and usually have members of the faculty associated with them as honorary members. The sororities are strong and hold their sessions within the woman's halls. Both associations are important factors in the social life of the college.

College Club.—At the beginning of the fall semes-

ter, 1904, an organization was perfected which unites the Athletic Association, the Oratorical and Debating League and the Lawrentian Publishing Association, and which is known as the College Club. The object of this club is to "unite the students, faculty, alumni and friends of the university in the support and management of athletics, oratory and debate, and the Lawrentian, and to extend the influence of Lawrence College." Separate boards of control are elected by the club, which have immediate control and supervision of each of these interests.

The Board of Control of Athletics consists of eleven members, representing each phase of the club membership. All athletics, such as football, basketball, baseball, Pentathlon and track and field events are conducted by this board. This work is carried on in connection with the regular required courses in Physical Training.

The Board of Control of Oratory and Debate is similar in its organization, to the Athletic Board, and has "full charge and supervision of the oratorical and debating interests of the university." It provides for the carrying out of the regulations of the Wisconsin Intercollegiate Oratorical Associations, and arranges for all preliminary and intercollegiate oratorical contests and debates which are a regular feature of the life of the university; and in connection with the forensic department of the university, aims to promote a keen interest in the art of public speaking.

The Board of Control of the Lawrentian consists of ten student members of the club which constitute the editorial staff. This board has full charge and supervision of the financial and literary policies of the Lawrentian.

Any student, alumnus, member of the faculty or friend of the college may become a member of the College

Club, and membership is necessary to make one eligible to hold office or have a part in the management of any of the activities enumerated as coming under the club's jurisdiction.

Language Clubs.—1. A German club has been organized under the direction of the Department of Modern Languages, and has been productive of most satisfactory results. Conversation in German is expected of all the members and German literary programs are rendered.

2. The Modern Language Department has also organized a Cercle Francais for those desiring more practice in speaking French, than is possible in the class room.

3. A Latin club is conducted under the auspices of the Latin department and aims to promote an interest in the life, literature, and antiquities of the Romans. The programs rendered are miscellaneous in character, consisting of papers, Latin dialogues, Latin recitations, Latin songs, and translations from the Latin into English prose and verse.

Science Club.—A Chemistry club has been organized for the purpose of acquainting the students with latest investigations in Chemistry and stimulating interest in this branch of science. Meetings are held on the first and third Thursday evening of each month. Special topics are prepared by the students, and magazines and reports of Chemical societies reviewed.

The Preachers' Club.—The president of the college meets weekly young men who expect to enter the ministry and gives them discussions on sermonizing, pastoral work, the best books which appear, and other matters relating to their intended calling.

The Philosophical Club.—This is an organization of

members of the faculty, citizens, and students. It meets monthly when a paper is read and a general discussion is held. The aim is to arouse interest in philosophic themes and to keep the members informed on the latest developments in philosophic thought.

The Woman's League.—This is an organization for the purpose of bringing together socially the women of the faculty and the young women of all departments of the university. Receptions and other social events are given by the league during the college year.

Musical Organizations.—There are several musical organizations such as the Glee Clubs, quartettes, the College Band, and the Mandolin Club, which are under the supervision of the faculty of the Department of Music. The musical director must be informed of all trips and public performances planned by any of these organizations, and consent must be obtained before arrangements are completed. Under no circumstances will concert dates be allowed to conflict with examinations or to interrupt the regular literary work of the students. Those who are found deficient in their studies will not be permitted to continue their connection with any of these organizations.

INTER-COLLEGIATE DEBATES.

Several intercollegiate debates are held each year. These for the past few years have been with Hamlin, Beloit, and Carleton colleges. In other years debates have been held with Albion, Ripon, Lake Forest, and Upper Iowa University. There is a Freshman, a Sophomore, and an All College debate each year. This work is under the supervision of the professor of Economics and the professor of Public Speaking.

PUBLICATIONS.

The Lawrentian is published by the College Club. The editorial staff is composed of members of the four college classes, and the paper forms a leading feature of the literary and social life of the college.

The Ariel.—The Ariel is a publication issued yearly by the Junior class, and is a full account of the events of the year at Lawrence. It is a publication of about two hundred pages, profusely illustrated and full of spicy matter.

The Lawrence Bulletin.—The Lawrence Bulletin is published by the faculty bi-monthly, and is intended to discuss topics of interest to the friends of the college and educational questions of importance to the general public. It contains items of college news, represents the work of the departments, and sets forth the plans and aims of the university management. It will be sent gratis to anyone upon application.

The College Catalogue.—The college publishes a yearly Catalogue in which a full description of the work of the institution is printed. The Catalogue is sent free on application.

The Alumni Record.—An Alumni Record is published which has much historical matter and a biography of each alumnus. The cost of this publication is one dollar.

The Lawrence Latinist.—This is a publication issued by students in the department. It is published irregularly each year and contains Latin poems and compositions by students, translations and information of value to students of the Latin Language and Literature.

STATE TEACHERS CERTIFICATES.

Graduates of Lawrence University who have taken elev-

en hours in psychology and pedagogy may receive from the State Superintendent of Public Instruction a license to teach for one year in any of the public schools of Wisconsin on the recommendation of the State Board of Examiners, providing their diploma (or blank sent out from the State Department of Public Instruction and filled out by the applicant's instructors) and testimonials of good moral character have been passed upon favorably by the state board.

After one year of teaching the Superintendent of Public Instruction will issue a state certificate to the holder of the one-year license, on his satisfying the state board, of a good moral character and of a successful year of teaching.

This certificate entitles the holder to teach for life in the schools of Wisconsin without further examination.

TEACHERS BUREAU.

Four years ago a bureau was established to assist former graduates and students about to graduate in securing positions as teachers in colleges, academies, and in the public schools. Its work has been eminently satisfactory, and many persons have found excellent positions through its agency. A careful investigation is made concerning vacancies, and candidates are placed before the appointing authorities with full information and recommendations. It has been difficult to supply the applications which have come in for teachers, especially in science and mathematics. Interested persons should address Prof. J. H. Farley, secretary.

LAWRENCE AND THE UNIVERSITY OF WISCONSIN.

An agreement has been entered into with the University of Wisconsin whereby both institutions have the same

entrance requirements and the same list of accredited schools. Students who migrate from either institution to the other will be given the rank of Sophomores or Juniors if they change at the end of the first or second year of their work. It is not deemed advisable by either institution for students to migrate at the end of their Junior year, and where such cases occur they will be dealt with on their individual merits. Students who take our Engineering group can enter the engineering department of the University of Wisconsin, and complete a course in two years. Those who enter before graduation will be given the same credits as students who transfer from the College of Arts of the State University to its engineering department.

CREDIT IN PROFESSIONAL SCHOOLS.

Credit can usually be secured in professional schools where the student selects the group of studies which is designed as prerequisite to his particular calling. Thus the University of Wisconsin allows credit in its School of Agriculture, School of Engineering, School of Pharmacy, and other departments. The Northwestern University at Evanston, Ill., has also arranged to give graduates advanced standing in its professional schools. Those who enter the Garrett Biblical Institute, The School of Theology of Boston University, or Drew Theological Seminary receive credit sufficient to enable a student who has taken Greek, Hebrew, the history courses, and the courses in Theism, Science and Philosophy of Religion, Apologetics and English Bible, to complete their theological work and graduate in two years. In short, credit can be secured in most professional schools, if the right electives are made, such as will enable the student to shorten the professional course one year.

Special work is done in engineering. A pre-engineering course has been arranged and students who complete it can secure an engineering degree in two years in most of the best engineering schools in the country. Those who take the work of the first two years can transfer their credits to several engineering schools of high grade and complete the course in two years. Students intending to take up engineering work are urged, however, to consider the great advantage of a longer course, giving some degree of general culture as well as technical training.

EXTENSION LECTURES.

The professors of most of the departments are prepared to give single or course lectures upon subjects connected with their departments. Several of them have also popular lectures on general themes. These lectures are not technical but are designed for general audiences. They are especially adapted for high schools, and the attention of principals is called to this fact. Several professors are in demand for high school commencements, and are ready to accept invitations for such occasions. A small charge is made for this work. Persons interested may address the president, who will send a list of speakers together with their subjects and terms, as well as other information which may be desired.

PUBLIC LECTURES.

Various public addresses and lectures, single or in courses, are delivered before the students each year. Opportunity is thus afforded to hear many of the ablest public men of the time. Members of the faculty also occasionally deliver public lectures, which are open to the student body as well as members of their classes. During the past year the following eminent speakers addressed the stu-

dents: Rev. C. M. Cobern, Ph. D., of Allegheney College; Prof. Charles Knapp, of Columbia University; Bishop Thomas B. Neeley, of New Orleans, La.

There are two excellent lecture courses each year in the city in which the best talent in the country is engaged, and which are attended largely by students. There are also two exceptionally strong musical courses in which the greatest artists appear.

ALUMNI ORGANIZATION.

The alumni of the college are organized in a general society which elects its officers at its annual meeting during Commencement week. There is also a state organization which meets annually, usually holding a banquet during the session of the Wisconsin State Teachers' Association. There are also alumni organizations in New York and in Chicago.

COLLEGE OF LIBERAL ARTS

GENERAL REGULATIONS

THE COLLEGE YEAR.

The college year is divided into two semesters of eighteen weeks each. The first semester opens on the third Wednesday in September. The second semester will begin on the first Wednesday of February. The studies of the college have been so arranged that students can begin their course with the second semester; but persons wishing to enter at this time should come to Appleton not later than the first Tuesday in February, as the recitations will begin Thursday morning, and all arrangements for books, etc., as well as registration, must be made before that time.

There are two regular recesses during the college year, one at Christmas and one during the latter part of March. The Christmas vacation begins the Wednesday noon before Christmas and closes at noon on the Wednesday after New Year's. There is no recess between the first and second semester.

REGISTRATION.

Each student must present himself to the office of the registrar on the Tuesday or Wednesday preceding the beginning of each semester. He will bring a card made out by his class officer containing the studies he is to pursue and on the basis of this his term dues are determined. The card is countersigned by the registrar and becomes an admission card to the classes which are indicated on it. No

teacher will enroll a student in his class unless the entrance card is presented properly countersigned by the class officer and registrar. Students who neglect to register will be charged an extra fee of $2.00 after 9 A. M. Thursday morning, and will be marked absent for all recitations missed in each class which they subsequently enter. In registering the student must leave with the registrar a list of any credit from secondary schools or other colleges he may have attended, and he shall fill out and deposit a blank card containing his full name, home and city addresses, and other desired information.

LIMITS OF WORK ALLOWED.

Students doing full work are required to take sixteen hours each semester. They are not permitted to take less than fourteen or more than seventeen hours without special permission of the faculty. No student, except he be in engineering courses, can take more than seventeen hours the first semester he is enrolled, and cannot subsequently unless his average standing during the preceding semester is at least A. An exception is made in the case of Juniors and Seniors who are behind their respective classes, the former being permitted at the discretion of the faculty, two hours extra per semester, and Seniors being granted such work as the faculty may determine. Special students may take such work as may be arranged for with the president.

CLASS OFFICERS.

Every student is under the supervision of some professor appointed by the president to act as his class officer. There is one or more such officers over each class, and those appointed continue with the class until it graduates, ex-

cept that all Freshmen come under the supervision of the president. The class officers watch the work of the students under their charge, receive reports from their teachers, and make a statement of the same to the president at the end of each semester, and to the students' parents or guardians when desired. The class officer is always available for conference in all that relates to the school work of the student, or other matters on which he may wish help or advice. Teachers report to him concerning deficiency or failure on the part of the individual student, not only at the end of the semester, but whenever a student needs stimulation in his work. The class officers for the year 1908-09 are: Freshmen, President Samuel Plantz, assisted by Prof. W. S. Naylor; Sophomores, Prof. A. A. Trever; Juniors, Prof. J. C. Lymer; Seniors, Prof. C. W. Treat.

On or before the day of registration each student consults with his class officer on the studies he is to take during the semester. These studies are written by the class officer on a card, which must be presented to each professor on entering his class for his signature. The last professor to whom the card is presented after signing, retains it, and hands it to the registrar, who files it as a permanent record of the student's work for the semester.

ATTENDANCE.

Every student is expected to be in his place from the first day of the semester until the close of the examinations. Students who are not present at recitations during the twenty-four hours preceeding and the twenty-four hours following the Thanksgiving, Christmas, and Easter recesses, will be marked, unless excused, three absences for each recitation missed.

For each absence in any subject up to one-tenth of the

regular recitation periods, deductions are made from the final grade of the student as made up from the daily standing and final examination as follows: One-half per cent for 4 or 5 hour, one per cent for 2 or 3 hour, and one and one-half per cent for one hour studies. For each absence in excess of one-tenth of the recitations, twice the above schedule of deductions is made. A student may raise his grade for any day's absence by making up work thus missed because of necessary absence by previous arrangement with the instructor. The making up of work, though strongly urged, is not in any way to be understood as modifying the above percentage of deductions. In case of prolonged and unavoidable absence the faculty may vary the rule on petition. If a student is tardy at any exercise he will be so marked in the instructor's record book, and three such tardy marks in a given subject will be recorded as one absence in that subject. When a student is absent from a test or examination, no grade will be given him until the test or examination has been taken, and for this he must pay a fee of $1.00, unless he can show he was detained by sickness.

Teachers are to report all students who are absent one-tenth of the recitations of a course to the president as soon as that number shall have been reached. Each student will be reported as having failed in a study which he has dropped, unless he present to the professor a written permission from his class officer within two weeks after permission has been granted.

Absence from chapel is treated the same as absence from recitations. Each student can be absent from chapel ten times each semester, and from church four times. For each absence in excess of this allowance his grade is reduced as follows: For every five absences or fractional

parts thereof above ten the registrar will deduct one half hour credit from the semester's credits of the delinquent student.

Excuse for absences can be obtained only from the president, or in his absence from the vice president. Excuses will be given for serious sickness and to members of musical clubs and athletic teams for absences occasioned by the organizations to which they belong being out of the city by permission of the faculty, but rarely for other reasons.

When a student is in a physical condition such that his physician sends a statement to the faculty that he should be excused from taking an examination, he will be excused in those courses when his term standing is B or above. In this case he will be graded on his term standing.

EXAMINATIONS.

Written examinations in all courses are held at the close of each semester. Three hours are given for all four and five-hour courses, and an hour and a half for all two and three-hour courses. Students who are "conditioned" in the work of any course are entitled to one delinquent examination for the purpose of removing the condition. Such examinations are held the second and ninth Saturdays of each semester. Students who "fail" in any course lose all credit in it, and if it be a required study must take it over again in class. A student who fails to remove his condition within nine weeks after the opening of the semester following that in which it was incurred, will be counted as having failed in that course. A student who, by special permission of the faculty, is given the privilege of taking an examination at any other time than is specified above must first pay the registrar a fee of $2.00. Only when the re-

ceipt for such payment is shown the instructor is he permitted to give such special examination.

HONOR SYSTEM.

All written examinations, whether quizzes or finals, are conducted under the Honor System. At the close of the examination the student signs his name to the following declaration: "I hereby assert on my honor that I have neither given nor received aid of any kind, or from any source, in writing this examination." The administration of the Honor System is in the hands of the students. It is the recognized rule of the student body that every person is to report to the student council any irregularity, or evidence of dishonesty he may have observed during the period of the examination. The committee carefully weighs the evidence submitted and makes such additional investigation as it deems necessary. When it finds a student guilty of dishonesty it reports the fact to the faculty with a recommendation of punishment.

THE GRADING SYSTEM.

In determining a student's rank, the combined marks of daily recitations, quizzes, articles and reports count as two-thirds, and the final examination as one-third in the standing for the semester. In case, however, a student has been permitted by the faculty to be absent from regular recitations for any sufficient cause his grade may be determined by examination alone.

The following is the system of grade:

A.....90-100	D.....Incomplete
B.....80-90	E (Conditioned) 55-70
C.....70-80	F (Failed).....below 55

The word D signifies that the grade is withheld since

the work of the course has not been fully completed. Unless the work is brought up and a grade reported within ten weeks of the beginning of the next semester the student is in college, the grade becomes E, and is so recorded.

E signifies a condition. The student who has a condition must pass a second examination in the subject to obtain credit. He may pass this examination at any of the regular examination periods within six months of the date of his being conditioned. Otherwise E is changed to F.

F signifies failure, the student receiving no credit for the course. If it is a required study he must take it again in class. If it is an elective he must either take it again or take some other course in its place. Students who receive F will in no case be permitted to take another examination. Absence from quizzes or examinations, unless excused, is equivalent to F. At the end of the first half of each semester students who have received a mark of less than C in their daily work will receive a notification from the registrar.

Teachers are required to report at the first faculty meeting each month all students in their classes whose grade is below C.

A student who during his first semester of residence does not receive at least C in one-third of his hours is dropped from the college.

When a student after his first semester has been marked F in one study, or has been conditioned in two or more studies, he is regarded as on *probation,* and his parents or guardians are so notified.

When a student has been on probation two semesters in succession, he must pass the following semester in all his hours or he will be dropped from the college.

When a student has been marked F in two or more

studies, the president may forbid his return to the college.

Members of the Senior class are required to make up all deficiencies before the tenth week of their last semester.

REPORTS.

Each teacher reports to the president at the close of each month, on blanks prepared for the purpose, the standing of each student in his classes, together with the number of his absences. When a student is falling behind in his work he is notified and counseled to bring up his standing. If the failure continues two months in succession his parents or guardians are notified.

A report of the grades of each student is sent to his parent or guardian at the close of each semester. Reports are also sent to the principal of the high school from which the student comes during the first year of his residence at college. Special reports will be given at any time on request.

CONSULTATION HOURS.

In order to be as helpful to students as possible each teacher has two or more consultation hours each week, which are posted on the door of his lecture room at which time he will be pleased to meet students and talk with them about the work they are doing in his department, or any other matters on which they may wish his council. Students are urged to avail themselves of this privilege, since thus they can come to know their instructors more intimately and receive from them assistance of much value. Perhaps nothing is more beneficial in college life than the student's contact with teachers of wide learning and high ideals of moral and religious character.

HONORS IN SCHOLARSHIP.

Honors in scholarship may be obtained by special ex-

cellence in the work of the course, and by special work and high grades in a particular department. The names of students who receive honors are published in the annual catalogue.

Honor Standings. Honor standings are awarded at the close of each academic year, according to the following provisions: At the close of the Freshman, Sophomore, and Junior years high honors are given those who have attained the grade of A in at least eighty per cent of their hours and who have not fallen below B in any course. Honors in scholarships are given to those who have attained a grade of A in at least sixty per cent of their hours and have not fallen below B in any course.

Seniors will be graduated with the honors *cum laude, magna cum laude,* and *summa cum laude.* Students, who during the last three years of their college work, have maintained a grade of A in two-thirds of their courses and have not fallen below B in any course, will be awarded *magna cum laude.* Students, who during their Sophomore, Junior and Senior years, have maintained a grade of A in not less than fifty per cent of their courses and who have not fallen below B in more than two per cent, will be graduated *cum laude.* The higher distinction of *summa cum laude* is reserved for very unusual excellence and cannot be awarded if a student has fallen below A in more than ten per cent of his courses during the last three years of his work. It is bestowed by a special vote of the faculty.

Departmental Honors. Departmental honors will be granted under the following conditions:

1. All candidates for honors must notify the head of the department in which they desire honors by the time they have completed the required work in that department.

2. No person can become a candidate for honors in two departments, except by vote of the faculty.

3. All candidates for honors must be candidates for a degree and be in full standing with their classes.

4. Candidates must not fall below the grade of B in more than fifteen hours and must obtain a grade of A in the department in which honors are sought.

5. Candidates must do their major work in the department in which they apply for honors; must elect at least eight additional hours, and do such collateral work as the professor in charge of the department shall assign. The results of this collateral work must appear in a thesis of satisfactory length and representing investigation at least equal to six semester hours in addition to what is required for graduation. The thesis will be read before the head of the department and two other professors whom the president will appoint. It must be handed in not later than May 20, and its grade must be reported to the registrar not later than June 1 of the year in which the honor is to be awarded.

6. Students who take departmental honors will have this fact announced in the catalogue; will be excused from final examinations in studies in which they have a term grade of A, and will receive special mention at the Commencement, when the honor is taken.

GRADUATION.

The college gives but one bachelor's degree, namely that of Bachelor of Arts, which is bestowed on the fulfillment of the following conditions:

1. The candidate must have completed one hundred and twenty-eight semester hours, including the studies designated as required in the several groups.

2. He must have attained at least a grade of B in not less than sixty per cent of the required hours.

3. All "conditions" and "incompletes" must be removed by the tenth week of his last semester.

An exception is made in the case of graduates of normal schools who are given a special course leading to a special degree.

GRADUATE WORK.

Graduate work may be pursued for the degree of Master of Arts. This degree will be awarded to students who, having taken the bachelor's degree, complete thirty-four semester hours of advanced, non-professional study. The candidate must select a major and minor under the supervision and direction of the heads of the departments in which he works. He must also present a thesis of not less than four thousand words indicating original research on a subject approved by the professors in charge of his major and minor work. This thesis must be type-written, and handed in not later than the 15th of May in the year when he expects to take his degree. His proficiency in work assigned him will be tested by examinations, and such other tests as may be imposed. Persons doing graduate work will be charged the same fees as undergraduate students. Credits toward master's degree will be accepted from other institutions. Graduate courses for degrees other than the master's are not given.

SPECIAL STUDENTS.

Students who desire to receive instruction in particular departments without becoming candidates for degrees are admitted in case their previous education has been sufficient to qualify them for the work they desire to do. Their fitness is determined by credits submitted from schools they have attended, and by examinations which may be required at the discretion of the committee on entrance credits.

They are expected to take the work prescribed in physical culture, unless especially excused. The studies they choose shall be determined by consultation with the president, who will act as their class officer, or who will refer them to some teacher who will have the oversight of their work. If a special student is "conditioned" or if he "fail" in two courses in any semester, his connection with the college is thereby terminated.

Special students must observe the same rules concerning matriculation and pay the same fees as other students. They must bring credits and a recommendation from the principal of the school they have previously attended. Special students are subject to the same rules and regulations as students regularly enrolled in the college classes. No person who expects to be a candidate for a college degree can in any case enroll as a special student.

JUNIOR EXHIBITION.

The Junior Exhibition is one of the exercises of Commencement week. The speakers are selected by the professors of Rhetoric, Literature and Public Speaking, according to their grades in composition and public speaking. A special contest may be held at the discretion of the committee. Seven speakers are selected, and in all cases those chosen to participate must be notified by the committee by the first day of March.

HONORARY DEGREES.

Honorary degrees are granted by the trustees on recommendation of the faculty but subject to a limitation stated in the by-laws of the board, which reads as follows: "Honorary degrees shall be bestowed only on persons of marked scholarly attainments, as evidenced by published works, or

upon persons who have attained to specially conspicuous positions in church or state." Petitions for the bestowments of honorary degrees are not received.

ADMISSION TO THE COLLEGE

CONDITIONS.

1. Admission is by examination or by certificates of standings from accredited schools.

2. The regular examinations for admission occur on the Tuesday preceding the beginning of the first semester. Examinations are also held on the first Saturday of the second semester at 9 o'clock A. M. to accommodate those who enter at this time.

3. Graduates of any school which has been approved by the faculty may be admitted to the college *without examination* on the presentation of certificates giving their standings. These certificates must show in detail the studies pursued by the applicant in preparation for college, and should bear the recommendation of the principal for admission to this institution. Blank forms for credentials may be had on application to the registrar.

4. Certificates should be sent by the principal direct to the registrar as early as the 30th of August that they may be examined and the student's classification determined before the opening day of the college year. Delay and confusion will thus be avoided.

5. Certificates are accepted in lieu of examinations only in so far as the subjects correspond in quantity and quality to those prescribed for admission, or are their full equivalent. It is understood also that if the student is found, after a fair trial, to be so deficient in any study for which credit has been given him that he cannot profitably

continue in the class assigned, he may be remanded to such class in that subject as he is prepared to enter; but the classification to which his certificate admitted him is not changed.

6. Students may be admitted "conditioned" on two courses; but these conditions must be removed by the end of the fourth semester the student is in college.

7. All candidates for admission must present satisfactory testimonials of good moral character, and certificates of regular dismissal will be required from those who have been students in other colleges.

SUB-PREPARATORY YEAR.

While the Academy has been discontinued, a sub-Freshman year will be maintained to accommodate those who enter "conditioned," and to provide for graduates of the three-year high schools, and graduates of four-year high schools in the English course, and who are consequently deficient in language. Students can make up the two years' language entrance requirement in this way, and also bring up other deficiencies. Next year two years of Academy work will be done to accommodate those who have already entered that department; but after June, 1910, only the sub-Freshman year, referred to above, will be maintained.

REQUIREMENTS FOR ENTRANCE.

Students are admitted to the college of Liberal Arts on the basis of *units* offered. A unit is understood to mean a subject pursued five times a week for one year, or an equivalent. Subjects closely related and not having been pursued for an entire year may be combined so as to equal a whole unit, as physiology, zoology, etc. A subject coming three times a week for a year and a half may be counted as a unit.

Fifteen units are required for admission. Students offering for admission fifteen units which do not include at least two units of foreign language, if from an accredited high school or academy, will be admitted "conditioned". The language requirement for admission must, however, be made up before the beginning of the Junior year.

The following units are required of all students:

Foreign Language	2 units
English	2 units
History	1 unit
Mathematics	2 units
Natural Science	1 unit
	8 units

Seven units must be offered from the following courses:

Botany	½ to 1 unit
Chemistry	1 unit
Civics	½ unit
Commercial Geography	½ unit
Drawing	½ to 1 unit
Domestic Science	½ unit
Economics	½ unit
English Composition	1 unit
English Literature	1 to 3 units
French	1 to 4 units
German	1 to 4 units
Greek (Grammar, Lessons and Anabasis)	2 units
Greek (Homer, Iliad)	1 unit
History	1 to 3 units
Latin (Grammar, Lessons and Cæsar)	2 units
Latin (Cicero)	1 unit
Latin (Vergil and Ovid)	1 unit
Manual Training	½ unit
Mathematics (Algebra)	1 unit
Mathematics (Advanced Algebra)	½ unit
Mathematics (Plane and Solid Geometry)	1 unit
Mathematics (Plane Trigonometry)	½ unit

Physics	1 unit
Physiography	½ to 1 unit
Physiology	½ unit
Psychology	½ unit
Theory and Art of Teaching	½ unit
Zoology	½ to 1 unit

SUBJECT OUTLINE OF REQUIREMENTS

ENGLISH.

The entrance requirement in English involves work in composition, rhetoric, and literature. This implies first that the candidate shall be able to express himself adequately in writing, with proper regard to mechanical accuracy; secondly, that he shall know the fundamental principles of rhetoric; and thirdly, that he shall have read, under competent direction, fifteen of the works named below, or their equivalent, with the proviso that at least five of them shall have been studied and tested in the class-room. After 1909 credit will not be given for a fourth year of English without examination. Such an examination will involve the substance of the books read and a general acquaintance with the life of each author.

REQUIREMENTS—1908-1911.

Chaucer: *The Prologue.
Shakespeare: The Merchant of Venice, Macbeth, As You Like It, Henry V., Julius Cæsar, Twelfth Night.
Spenser: *The Faerie Queene, Book I.
Milton: Comus, Lycidas, L'Allegro, Il Penseroso (the last three to count as one item).
Bunyan: The Pilgrim's Progress, Part I.
Addison and Steele: The Sir Roger de Coverley Papers.
Pope: The Rape of the Lock.
Goldsmith: The Vicar of Wakefield, The Deserted Village.
Irving: Life of Goldsmith, *Sketch Book.
Coleridge: The Rime of the Ancient Mariner.

Scott: *Ivanhoe, The Lady of the Lake, *Quentin Durward.
Franklin: Autobiography.
Palgrave: Golden Treasury, First Series, *Parts II and III, Part IV.
Lamb: *Essays of Elia.
De Quincey: Joan of Arc, The English Mail Coach.
Hawthorne: *The House of the Seven Gables.
Thackeray: *Henry Esmond.
Carlyle: *Heroes and Hero Worship, Essay on Burns.
Macaulay: Essay on Addison, Life of Johnson, Lays of Ancient Rome.
Burke: *Speech on Conciliation with America.
Washington: Farewell Address.
Webster: First Bunker Hill Oration.
Mrs. Gaskell: Cranford.
Dickens: *A Tale of Two Cities.
George Eliot: Silas Marner.
Blackmore: *Lorna Doone.
Ruskin: Sesame and Lilies.
Byron: Mazeppa, The Prisoner of Chillon.
Lowell: The Vision of Sir Launfal.
Arnold: Sohrab and Rustum.
Longfellow: The Courtship of Miles Standish.
Tennyson: Gareth and Lynette, Lancelot and Elaine, the Passing of Arthur.
Browning: Ten selected lyric or narrative poems.
*Starred items are counted as two.

HISTORY—CIVICS—ECONOMICS.

Students may offer any one or more of the following units of History, or History with Civics or Economics, or Civics and Economics.

Ancient History (Greek and Roman), 1 unit.

Modern History, some such text as Montgomery's English or French, 1 unit.

United States History, 1 unit.

Civics, ½ unit.

Economics, ½ unit.

Civics may be combined with either History or Economics to make 1 unit.

MATHEMATICS.

1. ALGEBRA, 1 unit. The requirement in Algebra embraces the following topics: All elementary processes necessary for the solution of simultaneous equations of the first degree; the statement and solution of problems leading to these equations; treatment of inequalities; doctrine of square and cube root; theory of exponents; radicals and imaginaries; solution of quadratics and equations in quadratic form by the method of completing the square, by factoring, and by a formula; discussion of the properties of quadratics; quadratics containing two unknown quantities, and the solution of problems leading thereto; ratio and proportion; arithmetical and geometric progressions; binomial theorem for positive integral exponents.

2. ADVANCED ALGEBRA, ½ unit. The following subjects or their equivalents: Indeterminate equations, undetermined coefficients, binomial theorem, theory of limits, logarithmic series, solution of equations by synthetic division with necessary theorems, and graphs of quantics, with rational, or with not more than two irrational or imaginary roots.

3. PLANE GEOMETRY, ½ unit. The requirement in Plane Geometry includes the theorems and exercises of the ordinary school text-book; mensuration of plane figures; and numerical problems based on the text. The candidate should be able to write formal demonstrations of simple original theorems.

4. SOLID GEOMETRY, as represented by the ordinary college text-books. Candidates must readily solve problems of solid mensuration and demonstrate original theorems which may be easily deduced from the text. ½ unit.

5. Plane Geometry, as represented by the usual text-books. Candidates must be familiar with the theory and use of six-place logarithmic tables. ½ unit.

SCIENCE.

Botany, 1 unit. Should include a study of plant types and physiology of plants; at least half of the course should consist of laboratory work. Where less than a year's work is possible botany may be combined with Physical Geography and Physiology in making up a unit. Bergen's Elements of Botany, or Bailey's, covers what is desired for entrance.

Chemistry, 1 unit. A year's work of descriptive Chemistry covering both metals and non-metals, divided about equally between the class-room and the laboratory. A careful record of experiments should be kept and presented for inspection at the time of examination. Some such text as Remsen's Introduction to the Study of Chemistry with manual comprehends the work required.

Physics, 1 unit. One year's work in elementary physics. The work should be essentially that outlined in the requirements of the North Central Association of Colleges and Secondary Schools, and is satisfactorily covered by the better text-books in elementary physics, supplemented by a laboratory course in elementary physics. The laboratory note book should be presented by candidates for admission.

Physiography, ½ unit. This course should include:

1. Principles as presented in the best recent text-books.
2. Field study, with statement of field trips recorded.
3. Ability to use topographic maps, weather charts, etc.

Where it is not possible to give a full year's work to this subject it may be combined with Botany and Physiology to make a unit.

COMMERCIAL GEOGRAPHY, ½ unit. The book covered in any good high school text on Commercial Geography will be accepted.

PHYSIOLOGY, ½ unit. This course should include anatomy, physiology, histology of the human body, and hygiene. Some such text as Martin's Human Body, Briefer Course, may be considered as a guide.

ZOOLOGY, 1 unit. From three to four laboratory periods for one year should be given this subject. The student must dissect ten or more types from different branches of the animal kingdom, reporting his work with drawings and descriptions. Lectures or text-book work on classification and general Zoology must be a part of the work. Kellogg's or Davenport's Elementary Zoology may be a guage of the work required.

LATIN.

FOUR UNITS.

1. LATIN GRAMMAR. Any standard Latin Grammar, including Prosody.
2. Caesar, Gallic War, books I-IV.
3. Cicero, six orations.
4. Virgil Aeneid, I-VI.
5. Latin composition and translation into Latin of a passage of English prose.
6. Students will be tested in reading easy Latin "at sight."

GREEK.

TWO UNITS.

1. GREEK GRAMMAR. Any standard Greek Grammar, including Prosody.
2. Xenophon's Anabasis, four books.

3. Homer's Iliad, three books.

4. Greek Prose Composition. Pronunciation according to written accents.

5. Students will be tested in reading "at sight" easy Greek.

GERMAN.

The admission requirements in German are those recommended by the Modern Language Association of America.

1. The first year's work should comprise careful drill upon pronunciation, memorizing of easy colloquial sentences, drill upon the rudiments of grammar, easy exercises, designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression, and the reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read. 1 unit.

2. The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance of short and easy selected passages, and continued drill upon the rudiments of grammar. 1 unit.

3. The work should include in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, abstracts, paraphrases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of the language. 1 unit.

FRENCH.

The admission requirements in French are those recommended by the Modern Language Association of America.

1. The first year's work should include careful drill in pronunciation, in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated texts with constant practice in translating easy variations of the sentences read, and the writing French from dictation. 1 unit.

2. The second year's work should comprise the reading of 250 to 400 pages of easy, modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the texts read, frequent abstracts, sometimes oral and sometimes written, of portions of the text already read, writing French from dictation, and continued grammatical drill with constant application in the construction of sentences. 1 unit.

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation. 1 unit.

NORMAL SCHOOLS.

Graduates of the normal schools of Wisconsin are accepted upon their record at these schools in the studies they have pursued. Those who have graduated in the long course will be ranked as Juniors in a special course. Work will be assigned them for 70 semester hours, and they will

be graduated with the degree of Bachelor of Philosophy.

Junior Year: Latin, French, or German 4; philosophy 3; advanced education 3; writing and delivery of orations 2; language, history, English, advanced mathematics, or science 5; 17 hours per week required.

Senior Year: Continuation of Latin, French or German 4; electives 14; 18 hours per week required.

Any member of the course who offers work in foreign language equal in amount to that required of candidates for the degree of Bachelor of Arts, will not be required to pursue courses in foreign language in the college; and no student in this course will be required to do more in foreign language than is demanded for the degree of Bachelor of Arts.

Graduates of normal schools who have taken a four years' high school course, and the advanced normal course, and who wish to become candidates for the B. A. degree, will be granted 36 hours of advanced credit.

ADVANCED CREDIT.

Any student who wishes advanced credit for work done in secondary schools, in addition to the fifteen units required for entrance, must take an examination on the study for which he desires credit. If he succeed in the examination, he will be given as many hours of college credit as the subject was credited in the secondary school less one-half. Students who have taken part of their work in other institutions of college rank will be admitted to advanced standing on the basis of the certificates of standings they present. Such persons must bring with them letters of honorable dismissal and testimonials to good character.

ACCREDITED SCHOOLS.

Graduates from high schools which have been accredit-

ed, will be admitted without examination in the courses for which credit is given. Certificates should be forwarded by the principal of the high school in which the student has taken his work, giving a detailed statement of his studies and standings. Blanks for this purpose can be secured by writing to the registrar. Students from academies or from high schools outside the state will be admitted by presenting standings equal to the entrance requirements, provided such schools are accredited at the state university of the state in which they are located. In such cases, however, the faculty reserves the right to examine and reclassify the student if his work in this institution shows defective preparation.

The following is a list of the schools which this institution has placed with the grouping of the requirements for admission.

School.	Principal.
Albany	F. J. Holt.
Algoma	J. L. Dahl.
Alma	C. D. Donaldson.
Antigo	W. H. Hickok.
Appleton	R. W. Pringle.
Arcadia	W. H. Kiekhoefer.
Argyle	Hal Murley.
Ashland	H. B. Crothers.
Augusta	L. C. Hatch.
Bangor	C. H. Bachhuber.
Baraboo	H. R. Chamberlain.
Barron	G. M. Snodgrass
Bayfield	H. V. Stahl.
Beaver Dam	J. T. Wilson.
Beaver Dam: Wayland Academy	E. P. Brown.
Belleville	W. N. Steil.
Beloit	J. C. Pierson.
Berlin	H. C. Stair.
Bessemer, Mich.	T. H. Gass.
Black River Falls	D. L. Hennessey.
Bloomington	W. F. Headley.
Boscobel	A. L. Rhodes.
Brandon	H. M. Buckley.
Brodhead	H. D. Laube.
Burlington	J. S. Miller.
Calumet, Mich.	E. J. Hall.
Cambria	E. A. Reynolds.
Cedarburg	A. H. Bartelt
Chilton	G. M. Morrissey.
Chippewa Falls	G. W. Swartz.
Chippewa Falls: McDowell Memorial School	Sisters of Notre Dame.

School.	Principal.
Clinton	S. P. Reese.
Clintonville	William Urban.
Colby	Imelia J. Slinde.
Columbus	Fred Thomson.
Cumberland	J. L. Grindell.
Darlington	W. W. Woolworth.
Deerfield	F. W. Oldenburg.
De Forest: Windsor Township	E. C. Meland.
Delafield: St. John's Military Academy.	S. T. Smythe.
Delavan	H. A. Melcher.
De Pere	C. C. Bishop.
Dodgeville	H. W. Kircher.
Durand	J. P. Goebel.
Eagle River	A. J. Austin.
East Troy	W. F. Weisend.
Eau Claire	M. S. Frawley.
Edgerton	E. L. Roethe.
Elkhorn	John Dixon.
Ellsworth	W. D. Sansum.
Elroy	W. S. Hake.
Endeavor Academy	W. M. Ellis.
Evansville	F. J. Lowth.
Evansville Seminary	L. B. Webb.
Fairchild	E. C. Flick.
Faribault, Minn: Shattuck School	J. H. H. Lyon.
Fennimore	Richard Zeidler.
Florence	W. T. Darling.
Fond du Lac	I. O. Hubbard.
Fond du Lac: Grafton Hall	B. Talbot Rogers.
Fort Atkinson	J. A. Hagemann.
Fox Lake	F. R. Nash.
Galesville	H. C. Almy.
Glenwood	D. A. Swartz.
Grand Rapids	H. S. Youker.
Green Bay: East	W. O. Brown.
Green Bay: West	C. F. Cole.
Green Bay: St. Joseph's Academy	Sisters of St. Joseph.
Greenwood	M. R. Stanley.
Hancock, Mich	C. R. Cobb.
Hartford	W. E. Elmer.
Harvard, Ill	M. M. Coulan.
Hayward	W. O. Hall.
Highland	H. C. Hacker.
Hillsboro	F. B. Polley.
Hillside Home School	Ellen C. Lloyd-Jones. Jane Lloyd-Jones.
Horicon	F. W. Hein.
Houghton, Mich	E. F. Benson.
Hudson	F. R. Hamilton.
Hudson: Galahad, a School for Boys	J. P. Inglis. T. W. MacQuarrie.
Hurley	J. E. Murphy.
Iola	Oscar Gunderson.
Iron Mountain, Mich	J. F. Reed.
Ironwood, Mich	J. V. Brennan.
Ishpeming, Mich	C. L. Phelps.
Janesville	H. C. Buell.
Jefferson	S. J. Bole.
Juneau	O. H. Bauer.
Kaukauna	L. P. Bunker.
Kenosha	W. J. Hocking.

School.	Principal.
Kewaunee	H. M. Comins.
Kiel	F. H. Rehberg.
Kilbourn	C. W. Smith.
La Crosse	L. P. Benezet.
Ladysmith	C. J. McCormick.
Lake Geneva	D. H. Cramer.
Lake Mills	O. M. Jones.
Lancaster	C. E. Slothower.
Lodi	O. D. Witherbee.
Madison	J. H. Hutchison.
Madison: Wisconsin Academy	Charlotte E. Richmond.
Madison: Sacred Heart Academy	Dominican Sisters.
Manawa: Little Wolf	J. H. Hardgrove.
Manitowoc: North	P. G. W. Keller.
Manitowoc: South	W. H. Luehr.
Manitowoc: West	T. W. Davies.
Marinette	F. W. Hanft.
Marshall	C. H. Eldred.
Marshfield	D. C. Gile.
Mauston	W. W. Clark.
Mayville	L. S. Keeley.
Mazomanie	F. G. Kraege.
Medford	J. E. Phillips.
Menasha	John Callahan.
Menominee, Mich.	J. B. Crouch.
Menomonee Falls	J. J. Pettijohn.
Menomonie	G. A. Works.
Merrill	William Milne.
Milton	J. F. Whitford.
Milton College Academy	W. C. Daland.
Milton Junction	G. R. Bay.
Milwaukee: East Division	G. A. Chamberlain.
Milwaukee: North Division	R. E. Krug.
Milwaukee: South Division	E. Rissman.
Milwaukee: West Division	C. E. McLenegen.
Milwaukee Academy	J. H. Pratt, Jr.
Milwaukee-Downer Seminary	Ellen C. Sabin.
Mineral Point	R. E. Loveland.
Mondovi	W. T. Ream.
Monroe	G. B. Haverson.
Montello	C. J. Kreilkamp.
Montfort	W. C. Harrison.
Mt. Horeb	W. H. Kelly.
Necedah	L. C. Johnson.
Neenah	E. M. Beeman.
Neillsville	H. A. Schofield.
New Lisbon	R. L. Heindel.
New London	E. W. McCrary.
New Richmond	C. J. Brewer.
Oconomowoc	P. A. Kolb.
Oconto	J. F. Bergen.
Oconto Falls	A. E. Schaub.
Omro	M. W. Vittum.
Onalaska	J. H. Jordan.
Oregon	Mrs. B. L. Jones.
Osceola	G. M. Paulus.
Oshkosh	A. B. O'Neil.
Palmyra	J. E. Norris.
Phillips	J. M. Beck.
Plainfield	W. C. Slater.
Platteville	O. E. Gray.
Plymouth	J. J. Enright.
Portage	W. G. Clough.

School.	Principal.
Port Washington	A. A. Blandin.
Poynette	H. A. Losse.
Prairie du Chien	W. E. Utendorfer.
Prairie du Sac	R. S. Babington.
Prescott	C. J. Anderson.
Princeton	O. C. Olman.
Racine	E. W. Blackhurst.
Racine College Grammar School	W. F. Shero.
Randolph	Julius Winden.
Reedsburg	A. R. Clifton.
Rhinelander	F. A. Harrison.
Rib Lake	F. E. Drescher.
Rice Lake	L. G. Schussman.
Richland Center	E. G. Doudna.
Ripon	E. L. Luther.
River Falls	J. W. T. Ames.
Rochester Academy	E. G. Toan.
Rockford, Ill	C. P. Briggs.
St. Croix Falls	F. P. Roets.
Salt Lake City, Utah	G. A. Eaton.
Sauk City	M. T. Buckley.
Seymour	F. W. Axley.
Sharon	B. D. Richardson.
Shawano	J. F. Powers.
Sheboygan	A. D. Tarnutzer.
Sheboygan Falls	A. C. Kingsford.
Shell Lake	J. A. Lonsdorf.
Shullsburg	J. W. L. Kaufman.
Sinsinawa: St. Clara Academy	Dominican Sisters.
Soldiers Grove	B. F. Adams.
South Milwaukee	J. H. Stauff.
Sparta	I. B. Davies.
Spokane, Wash.: South Central	H. M. Hart.
Spring Green	F. M. Bray.
Spring Valley	G. F. Bugbee.
Stanley	J. H. Ames.
Stevens Point	J. N. Davis.
Stoughton	G. O. Banting.
Sturgeon Bay	C. G. Stangel.
Sun Prairie	F. O. Holt.
Superior: Blaine	S. A. Lynch.
Superior: Nelson Dewey	A. C. Shong.
Tomah	W. McNeel.
Tomahawk	L. W. Brooks.
Two Rivers	W. J. Hamilton.
Union Grove	E. K. Lightcap.
Viroqua	W. P. Colburn.
Washburn	S. A. Oscar.
Waterford	L. R. McPherson.
Waterloo	E. W. Waite.
Watertown	W. P. Roseman.
Waukesha	G. F. Loomis.
Waukesha: Carroll College Academy	S. B. Ray.
Waupaca	J. W. Steenis.
Waupun	F. L. Whitney.
Wausau	C. C. Parlin.
Wautoma	G. E. Dafoe.
Wauwatosa	T. R. Lloyd-Jones.
West Allis	T. J. Jones.
West Bend	D. E. McLane.
West De Pere	T. J. Berto.
Westfield	D. H. Reid.

School.	Principal.
West Salem	A. G. Findlay.
Weyauwega	E. H. Miles.
Whitewater	C. W. Rittenburg.
Winneconne	A. L. Halvorson.
Wittenberg	O. P. Brown.
Wonewoc	C. W. McNown.

THE NORTH CENTRAL ASSOCIATION LIST.

Graduates of schools accredited by the North Central Association of Colleges and Secondary Schools, and not in the college list of accredited schools, will be admitted upon the same terms as graduates of schools directly accredited by the college.

This list is revised annually, in April. Graduates of schools that are added after the publication of this catalogue, will have the same privileges as graduates of the schools given in the list below.

ACCREDITED SCHOOLS.

Colorado.

Canon City
Durango
Fort Collins
Golden
Grand Junction
Greeley
Idaho Springs
Leadville
Loveland
Pueblo:
 Central
 Dist. No. 1
Trinidad
Victor

Illinois.

Alton
Aurora:
 East
 West
Belvidere (South)
Bloomington
Champaign
Chicago:
 Austin
 Calumet
 Englewood
 Hyde Park
 Jefferson
 John Marshall
Elgin
Elgin Academy
Evanston Tp.
Freeport
Harvey (Thornton Tp.)
Highland Park (Deerfield Tp.)
Joliet Tp.
Kankakee
Kewanee
La Grange Tp.
La Salle (Peru Tp.)
Moline
New Trier Tp. (Kenilworth)
Normal

Joseph Medill
Lake
Lake View
North West Division (Tuley)
R. T. Crane (Manual Tr'g)
Robert A. Waller
South Chicago
Wendell Phillips
William McKinley
Clyde (Morton Tp.)
Danville
Decatur
De Kalb Tp.
Oak Park Tp.
Ottawa Tp.
Peoria
Pontiac Tp.
Princeton Tp.
Quincy
Rockford
Rock Island
Savanna Tp.
Springfield
Sterling Tp.
Streator Tp.
Waukegan.

Indiana.

Elkhart
Fort Wayne
La Porte
Richmond
South Bend

Iowa.

Boone
Burlington
Cedar Rapids
Corning
Council Bluffs
Davenport
Des Moines:
East
North
West
Dubuque
Fort Dodge
Grinnell
Iowa City
Keokuk
Marshalltown
Mason City
Ottumwa
Red Oak
Sheldon
Sioux City
Washington
Waterloo (East)

Kansas.

Fort Scott
Junction City
Leavenworth
Sumner Co. (Wellington)
Topeka
Wichita
Hutchinson
Lawrence

Michigan.

Adrian
Alpena
Ann Arbor
Battle Creek
Bessemer
Benton Harbor Col. Inst.
Bentor Harbor
Calumet
Charlotte
Houghton
Holland
Iron Mountain
Jackson
Kalamazoo
Lansing
Lake Linden
Manistee
Marshall

Coldwater
Delray
Detroit:
 Central
 Eastern
 Western
 Hom and Day
 University School
Dowagiac
Escanaba
Ferris Institute
Flint
Grand Rapids Central
Hancock
Hastings
Hillside
Marquette
Michigan Military Academy
Michigan Seminary
Monroe
Muskegon
Negaunee
Niles
Owosso
Pontiac
Port Huron
Saginaw, E. S.
Saginaw, W. S.
Sault Ste. Marie
St. Joseph
Traverse City
Wyandotte

Minnesota.

Albert Lea
Anoka
Austin
Duluth
Faribault
Fergus Falls
Hastings
Little Falls
Marshall
Mineapolis:
 Central
 East
 North
Minneapolis:
 South
Owatonna
Red Wing
Rochester
St. Cloud
St. James
St. Paul:
 Central
 Cleveland
 Humboldt
Stillwater
Winona

Missouri.

Acad. Drury Col.
Kansas City:
 Central
 Manual Training
 Westport
Kirkwood
St. Louis:
 Central
St. Louis:
 McKinley
 Mary Institute
 Smith Academy
 Wash. Univ. Man. Tr'g.
St. Joseph
Trenton
Webster Groves

Nebraska.

Beatrice
Brownell Hall
Hastings
Lincoln Academy
Lincoln
Omaha

South Dakota.

Deadwood
Lead
Mitchell
Sioux Falls
Watertown
Yankton

Ohio.

Akron
Ashtabula
Bellefontaine
Bowling Green
Canton
Cincinnati:
 Hughes
 Walnut Hills
 Woodward
Cleveland:
 Central
 East
 Glenville
 Lincoln
 South
 West
Columbus:
 Central
 East
 North
 South
Delaware
East Cleveland
East Liverpool
Elyria
Fostoria
Gallipolis
Greenville
Hamilton
Lakewood
Lima
Mansfield
Marietta
Marion
Middletown
Mount Vernon
Oberlin Academy
Newark
New Philadelphia
Painesville
Piqua
Portsmouth
Salem
Sandusky
Steubenville
Toledo
Troy
Van Wert
Warren
Washington C. H.
Xenia
Youngstown

Wisconsin.

Antigo
Appleton
Ashland
Baraboo
Beaver Dam (Wayland Acad.)
Beloit
Berlin
Eau Claire
Elkhorn
Fond du Lac
Fort Atkinson
Grand Rapids
Hudson
Janesville
Kenosha
Milwaukee:
 East Division
 South Division
 West Division
 Sem. Dept., Downer Col.
Oshkosh
Plymouth
Racine
Racine (Gram. School of Racine College)
Ripon
Sheboygan
Superior:
 Blaine
 Nelson Dewey

La Crosse
Madison
Manitowoc (North Side)
Marinette
Marshfield
Menomonie
Merrill
Tomah
Waukesha
Waukesha (Carroll College Academy)
Wausau
Wauwatosa
Whitewater

THE COURSES OF STUDY

THE GROUP SYSTEM.

The courses of study are arranged in what is known as the group system, which, in recent years, in very many institutions, has supplanted the fixed courses which previously obtained. This arrangement is believed to have the advantage of giving the student a somewhat comprehensive view of the various departments of knowledge, and at the same time a chance to specialize in the line of his individual aptitudes, or with reference to subsequent professional or graduate work. The group system aims to retain the advantages of both the fixed course system and the free elective system, while avoiding the defects of each, "to maintain a proper balance between educational control on the one side and individual freedom of choice and self direction on the other." The various groups are so arranged that studies are required which are regarded as essential to a broad and liberal culture, and at the same time making it possible to secure advanced training in a subject in which the student may desire special preparation.

THE UNIT DEFINED.

The semester hour is the unit used in securing the number of hours of credit which each course gives. By semester hour is meant one recitation or class exercise per week, one hour in length, in a study continuing during a semester. Students are required to take sixteen semester hours

per term for full work, or thirty-two hours per week. As already stated one hundred and twenty-eight hours complete the course and entitle the student to graduation. Two and one-half hours of laboratory work are equivalent to one recitation hour.

REGULATIONS GOVERNING THE SELECTION OF COURSES.

1. Students are earnestly advised to study carefully the description of courses given in subsequent pages of the catalogue, and to note which courses are marked as prerequisites.

2. Each student is placed under a class officer and must select his work with his advice. Names of class officers for the ensuing year are: Freshmen, President Plantz and Professor Naylor; Sophomores, Professor Trever; Junior, Professor Lymer; Seniors, Professor Treat.

3. When a student has selected a study continuing through more than one semester, he cannot receive credit on it until he has completed the full work in said study, unless excused by the faculty.

4. No student will be permitted to take more than seventy hours in any one group, or thirty-six hours in any one department.

5. No student is permitted to take less than fourteen or more than seventeen hours without permission of the faculty.

6. Each student must choose a *major* and a *minor* subject not later than the beginning of his Junior year. The *major* must consist of not less than twenty-four hours in some one department, required work being included. The *minor* must consist of not less than fourteen hours, chosen in some one department, other than the major. Courses in Latin, Greek, and German, described as elementry, may

not be counted as major or minor work. The representative groups given in the succeeding pages are so arranged that each includes a major in some subject and a minor in another. A study of these groups will assist the student in selecting his course in harmony with this requirement.

7. Candidates for a baccalaureate degree may present a graduating thesis on a subject approved by the class officer and the professor in whose department his major work is taken, equivalent to four hours credit. The thesis must represent some phase of the student work in his major subject; must show that it represents careful preparation; must be type-written on paper of good quality, 8 by 10 inches in size, and deposited in the College Library at least two weeks before commencement. Before being accepted it must be approved by the head of the department in which the work is done. After acceptance the thesis becomes the property of the college.

8. Students who are candidates for departmental honors, should confer with the head of the department in which honors are desired with reference to the courses they are to elect.

ARRANGEMENT OF COURSES.

The courses offered in the College of Liberal Arts have been divided into the following seven groups, from which students must select their work according to the conditions described below.

Group I. Ancient and Modern Languages and Literature, including Greek, Latin, Hebrew, German and French.

Requirement: Sixteen hours must be elected from this group, except that students whose major is in Science need elect but eight.

Group II. English Language and Literature, including Rhetoric and Public Speaking.

Requirement: Twelve hours must be elected in this group, six of which must be Freshman English, and two Public Speaking. The required work in Public Speaking is Course I, which must be completed by the end of the Sophomore year.

Group III. History, Politics, Sociology and Economics.

Requirement: Nine hours must be elected in this group, at least three of which must be history.

Group IV. Mathematics, including Mechanical Drawing and Astronomy.

Requirement: Students majoring in Mathematics or any of the sciences, must take six hours in Mathematics, but those majoring in other subjects need elect but three.

Group V. Science, including Physics, Chemistry, Biology, Botany, Zoology, Geology and Mineralogy.

Requirement: Fourteen hours must be elected in this group, but students who major in Language, Literature or History, need elect but eight.

Group VI. Philosophy and Religion, including Biblical Literature and Education.

Requirement: Twelve hours must be elected in this group, three of which must be in Biblical Literature and three in the Evidences of Christianity, unless the student belongs to the Roman Catholic or Jewish church. Students who expect to teach in the public schools of Wisconsin, should elect Psychology and Pedagogy.

Group VII. Physical Education, Music and Art.

Requirement: All students, not especially excused, must elect four hours of Physical Culture in this group.

From this statement it will be seen that from seventy to eighty hours must be chosen from the groups, according to requirements stated above. The remaining hours are free

electives with the exception that the requirements for major and minor work must be kept in mind.

FRESHMEN REQUIREMENTS.

In the Freshman year each student must select his studies under the following directions (the first number indicates the hours, and the number in brackets, the course):

(a) All students must elect six hours of Rhetoric and two hours of Physical Training. Students who expect to do considerable work in Science must also choose six hours in Mathematics.

(b) Students must take at least eight hours of one of the following subjects and cannot take more than sixteen hours.

Greek, 8 (3 and 4).
Latin, 8 (1).
German, 8 (5 and 6).
French, 6 (1 and 2).

(c) Students must select in addition from the following courses sufficient to make a total of thirty-two hours for the year.

Bible, 6 (courses 1 and 2) or (3 and 4).
Biology, 8 (1).
Chemistry, 10 (1).
History, 6 (1 and 2).
Latin, 2 (2).
Literature, 6 (5 and 8).
Mathematics, 3 (1 or 2).
Mechanical Drawing, 8 (2).
Physics, 6 or 10 (1 and 3).
Physiography, 3 (1).
Economics, 3 (1).
Public Speaking, 2 (1).

SUGGESTIVE GROUPS OF GENERAL CULTURE AND PRE-PROFESSIONAL COURSES.

The object of a college education is two-fold, namely, to assist the student in solving the theoretical problems in life and to prepare him to efficiently execute his calling as a member of society. The first object relates itself to general culture, and the latter to laying the basis for technical or

professional success. We have, therefore, arranged a number of groups with this two-fold end of education in mind. Those under the heading, General Culture Groups, are information courses, having as their end the development of the student in wisdom and contemplative ability; while those named Pre-professional Groups, are designed to lay a strong basis for technical training, and prepare for the practical work of life. By reading the descriptive matter at the head of each group, the student will learn not only what subjects constitute the major and minor in it, but what end it has been especially arranged to serve. These groups are not rigid requirements; they are simply suggestive and supposed to guide the student in his selection of courses in harmony with the particular object he may have in view. Additional information will be given by the student's class officer, and it is further suggested that before choosing a major or minor the instructors, in whose departments the work comes, be also consulted as to the work desired. Each group consists in the main of three years of continuous work in a major and minor subject, combined with such other subjects as seem necessary to broaden the general outlook of the student, and at the same time provide important collateral work to his principal subjects. The free electives make it possible in most cases for the student to pursue at least four years of continuous work in a major subject if he so desires. Courses can be suggested by the class officers, especially calculated to lay a strong foundation for other callings and professions than those specified in the description of the groups. Those wishing to teach should select the General Culture Group, which contains as major and minor the subjects they especially desire to prepare in, together with the courss of the department of education.

GENERAL CULTURE GROUPS.

GREEK—LATIN.

The ancient language group is especially designed for those desiring the broadest training for the literary professions and for those expecting to specialize in ancient languages.

Freshman.	Sophomore.	Junior.	Senior.
Latin 8 Greek 8 Rhetoric 6 Mathematics 3 Physical Education 2 Public Speaking 2 Elective 3	Greek 8 Latin 8 Science 8 History 6 Physical Education 2	Greek 4 Latin 4 Literature 4 Political Science 7 Philosophy 6 Public Speaking 2 Oratory 2 Elective 3	Philosophy 3 Religion 6 Elective 23

LATIN—MODERN LANGUAGES.

The Latin-Modern language group is essentially the same as the ancient language, except that modern language is substituted for Greek. This group is intended for those preferring a literary training where more emphasis is put on modern languages.

Freshman.	Sophomore.	Junior.	Senior.
Latin 8 Modern Language 8 Rhetoric 6 History 6 Mathematics 3 Physical Education 2	Latin 8 Modern Language 6 Science 8 Literature 4 Physical Education 2 Public Speaking 2 Elective 1	Latin 4 Modern Language 4 Philosophy 6 Political Science 7 Public Speaking 2 Oratory 2 Elective 7	Philosophy 3 Religion 6 Elective 23

MODERN LANGUAGE.

The Modern Language Group is planned for students wishing a broad literary training in modern, rather than in ancient, languages.

Freshman.	Sophomore.	Junior.	Senior.
Ancient Language 8	German 8	German 4	Philosophy 3
History 6	French 6	Philosophy 6	Religion 6
German 8	Science 8	French 4	Elective 23
Rhetoric 6	Literature 4	Political Science 7	
Mathematics 3	Physical Education 2	Public Speaking 2	
Physical Education 2	Public Speaking 2	Oratory 2	
	Elective 1	Elective 7	

ENGLISH—HISTORICAL.

The English Historical Group is arranged to offer an opportunity for a somewhat broad specialization in literature and history, fitting students for teaching or for graduate work in these studies.

Freshman.	Sophomore.	Junior.	Senior.
Rhetoric 6	Literature 8	Literature 6	Philosophy 3
History 6	History 6	History 6	Religion 6
Langauge 8	Language 8	Philosophy 6	Elective 23
Science 8	Mathematics 3	Political Science 7	
Physical Education 2	Physical Education 2	Elective 7	
Public Speaking 2	Public Speaking 2		
	Oratory 2		
	Elective 1		

GENERAL SCIENTIFIC.

The General Scientific Group is intended for those desiring a general scientific training, or as a foundation for teaching, as well as for graduate work in some line of natural or physical sciences.

Freshman.	Sophomore.	Junior.	Senior.
Biology 8, or Chemistry 10	Biology 8	Physics 5	Philosophy 6
Mathematics 6	Chemistry 8	Mineralogy 4	Religion 3
Rhetoric 6	Physics 8	History 6	Geology 8
Modern Language 8	Mathematics 6	Public Speaking 2	Astronomy 6
Physical Education 2	Physical Education 2	Oratory 2	Elective 9
Public Speaking 2		Political Science 6	
		Elective 5	
		Literature 2	

MATHEMATICAL—PHYSICAL.

The Mathematical-Physical Group affords a good basis

for those intending to teach either mathematics or physics, or for graduate work in these studies.

Freshman.	Sophomore.	Junior.	Senior.
Mathematics 6	Mathematics 6	Mathematics 6	Political Science 6
Physics 8	Physics 8	Physics 4	Philosophy 6
Modern Language 8	Chemistry 10	History 6	Religion 3
Rhetoric 6	Physical Education 2	Literature 2	Astronomy 6
Physical Education 2	Public Speaking 2	Geology 8	Elective 11
Public Speaking 2	Oratory 2	Elective 6	
	Elective 2		

PRE-PROFESSIONAL GROUPS.

HISTORICAL—POLITICAL.

The Historical-Political Group furnishes a basis for the subsequent study of *Law,* or for specialization in history, politics, or economics. It is recommended also for students expecting to enter upon a business career.

Freshman.	Sophomore.	Junior.	Senior.
History 6, or Political Science 6	History 6	History 6	Philosophy 3
	Political Science 7	Political Science 6	Religion 6
Langauge 8	Language 8	Philosophy 6	Elective 23
Rhetoric 6	Mathematics 3	Literature 4	
Science 8	Physical Education 2	Elective 10	
Physical Education 2	Public Speaking 2		
Public Speaking 2	Oratory 2		
	Elective 2		

RELIGIOUS—PHILOSOPHICAL.

The Religious-Philosophical Group is intended for those who expect to study *Theology* and also for such students as desire to emphasize philosophy and religion at the same time giving a proportionate time to language.

Freshman.	Sophomore.	Junior.	Senior.
Language 8	Religion 6	Religion 8	Philosophy 6
History 9	Philosophy 6	Philosophy 6	Political Science 6
Mathematics 3	Language 8	Literature 6	History 6
Rhetoric 6	Science 8	Science 4	Elective 14
Physical Education 2	Physical Education 2	Public Speaking 2	
Elective 4	Public Speaking 2	Oratory 2	
		Elective 4	

CHEMICAL—BIOLOGICAL.

The Chemical-Biological Group is designed as a preparation for *medical courses* and also for students who may wish to specialize in biological and chemical studies leading to pharmacy, agriculture and forestry or other professional lines of natural history or chemistry.

Freshman.	Sophomore.	Junior.	Senior.
Chemistry 10, or	Chemistry 8	Chemistry 8	Political
Biology 8	Biology 8	Biology 8	Science 6
Mathematics 6	Physics 8	History 6	Philosophy 6
Rhetoric 6	Physical	Literature 2	Religion 3
Modern	Education 2	Elective 8	Geology 8
Language 8	Public		Elective 9
Physical	Speaking 2		
Education 2	Oratory 2		
Public	Elective 2		
Speaking 2			

CHEMICAL—SCIENTIFIC.

This course is arranged for those who wish a broad foundation for work either as *commercial or government chemists,* as teachers of chemistry and other sciences, or as graduate students in chemistry.

Freshman.	Sophomore.	Junior.	Senior.
Chemistry 10	Chemistry 8	Chemistry 8	Political
German 8	Physics 8	Mineralogy 4	Science 6
Mathematics 6	Mathematics 6	Mathematics 6	Philosophy 6
Rhetoric 6	History 6	Biology 8	Geology 4
Physical	Physical	Literature 2	Religion 3
Education 2	Education 2	Public	Oratory 2
	Public	Speaking 2	Elective 11
	Speaking 2	Elective 2	

PRE-ENGINEERING.

Arrangement has been made with the University of Wisconsin whereby the graduate of Lawrence, who has already completed this course can obtain the degree of B. S. in any of the lines of engineering in two years with an additional summer, or he can obtain in two years and two summer terms his Engineering degree, (C. E., M. E., E. E., etc.).

Freshman.	Sophomore.	Junior.	Senior.
Mathematics (3) 3	Mathematics (6) (7) 10	Engineering (5) 3	At least 16 hrs. from the following:
Mathematics (4) 2	Engineering (1) (2) 6	Engineering (10) 5	Geology
Mathematics (5) 5	Engineering (6) 2	Electives	Economics (4)
German or French 8	Physics 10	English	‡Engineering (3) (4)
Chemistry (1) 10	Electives	Physics 10	‡Engineering (7) (8)
English (1) 6	*Chemistry (2) 8	§Chemistry (3) 8	Physics
	†Science German 4	‡Astronomy 6	Chemistry
	Economics (1) 6	Geology	Sociology
		Psychology	Philosophy
			English

*Required of chemical, mining, and electrical engineers.
§Required of chemical and mining engineers.
†Must be elected this year or later.
‡Required of civil engineers.

It is the universal opinion, among leading engineers, that a college course such as outlined above, will not only lay the foundation for broader culture and greater efficiency in the engineer, but will enable him in a few years to surpass his fellow, who, through eagerness to be in the field, has contented himself with a harder and more technical course. The Wisconsin University vigorously endorses this attitude, as do all the best technical schools of the country.

Where necessity demands it, however, it is possible for an exceptional student, who is not deficient in entrance requirements (including an additional half year of algebra), to pursue the following briefer course, which is equivalent, with the exception of a small amount of shop work, to the first two years of the courses at the technical schools. Those who complete this course will receive credit at the University of Wisconsin for the subjects taken, and will usually be able to complete the engineering course in two years and one or two summers.

Engineering students are allowed 21 hours, provided, that if a student, taking more than 17 hours under this rule, fail in more than one subject the first month, or if he fail in one the first and in one the second, or if the second month his grades in more than half his hours are below 80, he must drop one subject. No student taking more than 17 hours under this rule shall receive in any one semester more than 17 hours credit toward graduation at Lawrence.

Freshman Year.		Sophomore Year.	
First Semester.	Second Semester.	First Semester.	Second Semester.
English (1) 3	English (1) 3	Mathematics (6) 5	Mathematics (7) 5
German or French 4	German or French 4	Physics 5	Physics 5
Mathematics (3) (4) 5	Mathematics (5) 5	Engineering (5) 3	Engineering (10) 5
Chemistry (1) 5	Chemistry (1) 5	†Engineering (3) 1	†Engineering (4) 1
Engineering (1) 4	Engineering (2) 2	†Engineering (7) 5	†Engineering (8) 5
	*Engineering (6) 2	Elective	Elective
		Chemistry	Chemistry
		Scientific German	Scientific German
		French	French

*Required of civil and electrical engineers, elective for others.
†Required of civil engineers.
Note: See above.

TEACHING.

The course for teachers is not outlined in years, as it will vary with the subjects the student wishes to prepare to teach. The following outline will, however, be suggestive.

Major subject (the subject which the student expects to teach should constitute the major).

Minor subject. (In the General Culture Groups the minor which correlates best with the major selected will be indicated).

Psychology. 1. General Psychology. 2. Mental Development and Functions. 3. Experimental Psychology.

Education. 1. History of Education. 2. Principles of Teaching. 3. Educational Administration and Supervision. 4. Teacher's Courses in the major and minor subjects. (See Department of Education.)

The remaining studies should be selected in harmony with the recommendations in the group which contains the major and minor which the student wishes to teach.

SCHEDULE OF RECITATIONS

FIRST SEMESTER 1909-10

8:00

Bible 1	M		W		F	German 1		T	W	Th	F			
Bible 5		T		Th		Greek 1		T	W	Th	F			
Chemistry 6	M	T	W	Th		Mathematics 1	M		W		F			
Engineering 7		T		Th		Physics 1	M		W		F			
English 4		T		Th		Psychology 1	M		W		F			
English 7		T		Th		Rhetoric 1	M		W		F			
French 1		T	W	Th	F	Sociology 10		T		Th				
Geology 6		T		Th		Zoology 6		T		Th				

9:20

Chemistry 1		T		Th		Greek 2		T	W	Th	F			
Economics 4		T		Th		History 5		T		Th				
English 1		T		Th		Mathematics 6	M	T	W	Th	F			
English 5	M		W		F	Philosophy 2 or 3	M		W		F			
French 5	M		W		F	Philosophy 5		T		Th				
German 3	M		W	Th	F	Physical Edu. 5		T		Th				
German 9	M		W		F	Physiography		T		Th				
German 11				Th		Rhetoric 1	M		W		F			
Geology 4	M		W		F	Rhetoric 2		T		Th				
						Zoology 5					F			

10:20

Chemistry 4	M		W			Latin 2	M				
English 14		T		Th		Mathematics 3	M		W		F
Engineering 5					F	Mathematics 4		T		Th	
French 7	M		W		F	Physical Edu. 1	M		W		F
German 5	M		W		F	Physical Edu. 3		T		Th	
German 7				Th		Physics 2	M		W		F
German 17		T		Th		Psychology 1	M		W		F
Greek 11 or 12		T		Th		Religion 3		T		Th	
History 1	M		W		F	Zoology 4	M		W		F
Latin 1		T	W	Th	F						

11:20

Biology 1		T		Th		Greek 9	M		W		F
Botany 9					F	Greek 10		T		Th	
Chemistry 2	M					History 1	M		W		F
Chemistry 3			W			History 3		T		Th	
Economics 1	M		W		F	Latin 7	M		W		F
Economics 2		T		Th		Latin 11		T		Th	
Engineering 1		T				Mathematics 1	M		W		F
French 1		T	W	Th	F	Oratory 2		T		Th	
Geology 3	M		W		F	Physical Edu. 1	M		W		F
German 1	M	T	W		F	Physical Edu. 3		T		Th	
German 5	M		W		F						
German 7				Th							

1:30

Astronomy 1	M		W		F	Education 1		T		Th	
Bible 1	M		W		F	French 3		T	W	Th	F
Bible 3		T		Th		Greek 4		T	W	Th	F
Botany 7		T		Th		Oratory 2		T		Th	
Elocution 1	M		W			Physical Edu. 1	M		W		F
Elocution 3					F	Politics 7	M	T	W	Th	
Ethics 1			W		F	*Rhetoric 1		T		Th	
						Zoology 2			W		F

2:30

Anthropometry 1			W			Latin 4	M		W		F
Bible 7		T		Th		Latin 5		T		Th	
Compar. Religion				Th	F	Mathematics 1	M		W		F
Chem. 1, Sec. 1	M					Physical Edu. 7	M				
Chem. 1, Sec. 2			W			Physical Culture		T		Th	
German 15	M		W			*Rhetoric 1					F
Greek 6 or 7	M		W		F	Spanish	M		W		F
History 10	M		W		F						

*Must be taken together.

3:30 5:30	Debate	T		Hist. of Art	T		
	English 16		Th	Physical Culture	T		Th

Philosophy 1. Thursday Eve.

HOURS TO BE ARRANGED.

Hebrew 1 Engineering 3

LABORATORY AND FIELD PERIODS.

Physics 3	1:30 - 3:30	M		W										
Physics 4	8:00 - 10:20		T		Th					9:20 - 12:20				Fri.
Chemistry 1, Sec. 1	10:20 - 12:20		T		Th					8:00 - 10:00				Sat.
Chemistry 1, Sec. 2	2:30 - 5:00		T		Th					8:00 - 10:00				Sat.
Chemistry 2-3-5	1:30 - 5:00	M	T	W	Th					8:00 - 12:00				Sat.
Biology 1, Sec. 1	9:20 - 11:20		T		Th					10:00 - 12:00				Sat.
Biology 1, Sec. 2	2:30 - 5:00	M		W						10:00 - 12:00				Sat.
Zoology 4 and 5	1:30 - 5:00	M	T	W	Th					8:00 - 12:00				Sat.
Engineering 1	1:30 - 3:30	M		W		F				10:20 - 12:20				Sat.
Engineering 5	10:20 - 12:20	M		W						10:20 - 12:20				Sat.
Engineering 7	1:30 - 3:30		T		Th					8:00 - 10:20				Sat.

SCHEDULE OF RECITATIONS

SECOND SEMESTER 1909-10

8:00	Bible 2	M		W		F	Greek 1		T	W	Th	F		
	Bible 5		T		Th		Mathematics 2	M		W		F		
	Chemistry 7	M	T	W	Th		Physics 1	M		W		F		
	Engineering 8		T		Th		Psychology 2	M		W		F		
	English 13		T		Th		Rhetoric 1	M		W		F		
	French 2		T	W	Th	F	Sociology 11		T		Th			
	German 2		T	W	Th	F	Zoology 6		T		Th			
9:20	Chemistry 1		T		Th		Greek 3		T	W	Th	F		
	Economics 4		T		Th		History 6		T		Th			
	English 8	M		W		F	Mathematics 7	M	T	W	Th	F		
	French 6	M		W		F	Philosophy 2 or 3	M		W		F		
	German 4	M		W	Th	F	Physical Edu. 6		T		Th			
	German 10	M		W		F	Rhetoric 1	M		W		F		
	German 12				Th		Rhetoric 2		T		Th			
							Zoology 5					F		
10:20	Chemistry 4	M		W			Latin 1		T	W	Th	F		
	English 17		T		Th		Latin 2	M						
	Evidences 5		T		Th		Mathematics 5	M	T	W	Th	F		
	French 8	M		W		F	Physics 2	M		W		F		
	German 6	M		W		F	Philosophy 4		T		Th			
	German 8				Th		Physical Edu. 4		T		Th			
	German 18		T		Th		Physical Edu. 2	M		W		F		
	Greek 11 or 12		T		Th		Psychology 3		T		Th			
	History 2	M		W		F	Religion 4			W		F		
	History 14		T		Th									

11:20

Biology 1		T		Th		German 6	M		W	F
Botany 9					F	German 8				Th
Chemistry 2	M					Geology 2		T		Th
Chemistry 3			W			Greek 9	M		W	F
Economics 1	M		W		F	Greek 13		T		Th
Economics 2		T		Th		History 2	M		W	F
Engineering 10	M	T	W	Th	F	History 4		T		Th
Engineering 2		T				Latin 7	M		W	F
English 9	M		W		F	Latin 11		T		Th
English 11		T		Th		Oratory 2		T		Th
French 2		T	W	Th	F	Physical Edu. 2	M		W	F
German 2	M	T	W		F	Physical Edu. 4		T		Th

1:30

Astronomy 2	M		W		F	Greek 14	M			
Bible 2	M		W		F	Oratory 2		T		Th
Bible 4		T		Th		Physical Edu. 2	M		W	F
Botany 8		T		Th		Physics 6	M	T	W	Th
Education 2		T		Th		Politics 8	M		W	F
Elocution 1	M		W			*Rhetoric 1		T		Th
Elocution 3					F	Zoology 3			W	F
Ethics 2			W		F					
French 4		T	W	Th	F					
Geology 5	M		W		F					
Greek 5		T	W	Th	F					

2:30

Bible 6		T		Th		Latin 5		T		Th
Chem. 1, Sec. 1	M					Mathematics 2	M		W	F
Chem. 1, Sec. 2			W			Missions				Th F
German 16	M		W			Physical Culture		T		Th
Greek 6 or7	M		W		F	Physical Edu. 8	M			
History 11	M		W		F	*Rhetoric 1				F
Latin 4	M		W		F	Spanish	M		W	F

*Must be taken together.

3:30 5:30

Debate		T								
Physical Culture		T		Th						

Philosophy 1 Thursday Eve.

HOURS TO BE ARRANGED.

Education 3
Engineering 4
Hebrew 1

LABORATORY AND FIELD PERIODS.

Physics 3	1:30 - 3:30	M		W							
Physics 4	8:00 - 10:20		T		Th				9:20 - 12:20		Fri.
Chemistry 1, Sec. 1	10:20 - 12:20		T		Th				8:00 - 10:00		Sat.
Chemistry 1, Sec. 2	2:30 - 5:00		T		Th				8:00 - 10:00		Sat.
Chemistry 2-3-5	1:30 - 5:00	M	T	W	Th				8:00 - 12:00		Sat.
Biology 1, Sec. 1	9:20 - 11:20		T		Th				10:00 - 12:00		Sat.
Biology 1, Sec. 2	2:30 - 5:00	M		W					10:00 - 12:00		Sat.
Zoology 4 and 5	1:30 - 5:00	M	T	W	Th				8:00 - 12:00		Sat.
Engineering 2	1:30 - 3:30			W		F			10:20 - 12:20		Sat.
Engineering 6	1:30 - 3:30		T		Th						
Engineering 8	1:30 - 3:30		T		Th				8:00 - 10:00		Sat.

DESCRIPTION OF COURSES

I. ANCIENT AND MODERN LANGUAGES.

A. Greek. Professor Trever.

The purpose of the work in Greek is to acquire the ability to read with ease and appreciation the masterpieces of Greek Literature, and thereby to gain an entrance into the inner thought and life of the Greeks. This purpose is impressed upon the mind of the student, not as a mere ideal, but as a practical working principle. Though thorough grammatical knowledge is insisted upon, this and all other purposes are made secondary to that enunciated above.

Courses 1 and 2 are for beginners. Students who, upon entrance to college, have already completed the equivalent of these courses, may obtain if they desire, four years of advance work in the language.

1. Elementary Greek.—The purpose in this course is, in so far as possible, to accomplish in one year the ordinary preparatory work in Greek as far as Homer. Gleason's Greek Primer, followed by Gleason's "Story of Cyrus," Selections from Anabasis or the Gospel of Mark. Two semesters. Eight hours credit. 8:00 (Tu. W. Th. F.)

2. Homer.—Selections from the Iliad. Study of Homeric questions. Comparison with other epics. Twenty lessons in easy Greek prose and review of grammar. First semester. Fours hours credit. 9:20 (Tu. W. Th. F.)

3. Homer.—Rapid reading of several books of the

Iliad and Odyssey, the remainder being read in translation, and reported upon by the class. Study of the early Greek life and Mythology. Second semester. Four hours credit. 9:20 (Tu W. Th. F.)

4. Historians.—Herodotus, "The Persian Wars," Thucydides, "The Sicilian Expedition" or selections from the "Hellenica" of Xenophon. First semester. Four hours credit. 1:30 (Tu. W. Th. F.)

5. Plato.—Apology, Crito and Phaedo. These are supplemented by reading from Xenophon's "Memorabilia" and "Symposium," and Aristophane's "Clouds," in the endeavor to gain a complete picture of the life and character of Socrates. Second semester. Four hours credit. 1:30 (Tu. W. Th. F.)

6. Tragedy and Lyric Poetry.—One play from each of the three tragedians, and selections from the lyric poets. Comparison of the tragedies with modern dramas, and with each other. Study of the Greek Theatre. Lessons in advanced Greek prose composition. Two semesters. Six hours credit. 2:30 (M. W. F.)

7. Orators.—Selections from the Canon of the Attic Orators, followed by a thorough study of Demosthenes' "De Corona." In this course a careful study is made of the development of Greek oratory, and of the life and times of Demosthenes. Comparison with modern civic eloquence. Lessons in advanced prose composition. Two semesters. Six hours credit. 2:30 (M. W. F.) Alternates with Greek 6.

8. Comedy.—Aristophanes, two plays. First semester. Two hours credit.

9. New Testament Greek.—An inductive study of the Gospel of John. Text, Harper's "Introductory New

Testament Greek Method." This work is supplemented by a more rapid translation of the Gospel of Mark. Open only to beginners. Two semesters. Six hours credit. 11:20 (M. W. F.)

10. SELECTED EPISTLES OF PAUL.—Rapid reading and interpretation on the basis of the Greek text. First semester. Two hours credit. 11:20 (Tu. Th.)

There follows a series of courses that are open to all students, irrespective of their knowledge of Greek. The purpose in these courses is to open the door to a large body of students to an appreciation of Greek literature, art and civilization.

11. HISTORY OF GREEK LITERATURE FROM HOMER TO ROMAN TIMES.—Lectures, text-book, and study of English translations of the Greek classics. Two semesters. Four hours credit. 10:20 (Tu. Th.)

12. THE GREEK DRAMA AND GREEK ORATORY IN ENGLISH. *First semester:* A careful study of the origin and development of the Greek Drama, and reading of representative tragedies and comedies. *Second semester:* Study of Greek civic eloquence to its culmination in Demosthenes. Comparison with modern classic orations. Two semesters. Four hours credit. 10:20 (Tu. Th.) Alternates with course 11.

13. GREEK HISTORY TO THE CONQUEST OF ALEXANDER.—Considerable reading of translations from the Greek classics, required as a study of the sources of Greek History. Second semester. Two hours credit. 11:20 (Tu. Th.)

14. THE PRIVATE LIFE OF THE GREEKS.—Studied from Greek Literature and the monuments. Second semester. One hour credit. 1:30 (M.)

B. Latin. Professor Wright.

To acquire the ability to read the masterpieces of Roman literature with care, accuracy, and appreciative enjoyment, is the purpose kept steadily in view. Without neglecting the necessary grammatical technicalities of the language, the chief emphasis is given to a sympathetic literary interpretation of the authors read, with proper reference to their subject matter, stylistic features, historical interest, and the mythology and antiquities involved.

The masterpieces of Cicero, Livy, Tacitus, Pliny, Vergil, Horace, Sallust, Nepos, Martial, Terence, Plautus, Tibullus, Propertius, Ovid, Juvenal, Lucretius, and Catullus, are made the basis of the work, and enable the student to attain a wide and thorough knowledge of the best and most characteristic aspects of Roman Life and thought as revealed in the extant literature. The possibility is offered of electing the Latin throughout the college course. Members of advanced classes are granted the privileges of the Jones Memorial Latin Library. Students who are planning to teach Latin as a profession, are given special opportunities for preparation and training.

Courses 1, 2, and 3 are intended for Freshmen; 4, 5, and 6 for Sophomores; 7 to 12 for Juniors and Seniors.

A. Beginning Latin, Caesar.—A free elective course in elementary Latin and Caesar's *De Bello Gallico.* Two semesters. Ten hours credit. 2:30 (M. Tu. W. Th. F.)

B. Cicero, Vergil.—Four orations of Cicero and six books of Vergil's *Aeneid.* Exercises in writing Latin. Two semesters. Ten hours credit. 1:30 (M. Tu. W. Th. F.)

1. Cicero, Vergil, Catullus, Terence.—The *De Senectute* of Cicero, *Eclogues* of Vergil, selected *Lyrics* of Catullus, and *Phormio* of Terence. Quantitative reading

of the Latin aloud. Exercises in writing Latin. Two semesters. Eight hours credit. 10:20 (Tu. W. Th. F.)

2. Ovid, Nepos.—Easy translation course to supplement course 1. Two semesters. Two hours credit. 10:20 (M.)

3. Phaedrus, Sallust.—Alternates with course 2. Not given 1909-10. Two semesters. Two hours credit. 10:20 (M.)

4. Livy, Horace, Plautus.—Selections from Livy I, II and XXI. Odes, Epodes and *Carmen Saeculare* of Horace. *Rudens of Plautus.* Exercises in writing Latin. Historical outlines of Roman literature. Two semesters. Six hours credit. Prerequisite: Latin 1. 2:30 (M. W. F.)

5. Roman Comedy.—Selected plays of Terence and Plautus. Attention will be directed to dramatic form and also to linguistic features. Supplements course 4. Two semesters. Four hours credit. Prerequisite: Latin 1. 2:30 (Tu. Th.)

6. Augustan Poetry.—This course deals mainly with Vergil and Ovid. Alternates with course 5. Not given 1909-10. Two semesters. Four hours credit. Prerequisite: Latin 1. 2:30 (Tu. Th.)

7. Roman Correspondence.—An advanced translation course dealing with the letters of Pliny and Cicero. Two semesters. Six hours credit. Prerequisite: Latin 4. 11:20 (M. W. F.)

8. Vergil, Martial.—Aeneid VII-XII. Epigrams of Martial. Alternates with course 10. Not given 1909-10. Two semesters. Six hours credit. Prerequisite: Latin 4. 11:20 (M. W. F.)

9. Roman Satire.—The Satires of Horace and of

Juvenal. An advanced reading course. Not given in 1909-10. Two semesters. Six hours credit. Prerequisite: Latin 4. 11:20 (M. W. F.)

10. Teachers' Training Course.—Historical Latin Grammar: Pronunciation, Hidden Quantity, Orthography, Syntax of the Subjunctive, Syntax of the Cases. Exercises in Latin writing. Purposes and methods in Preparatory Latin. Not given in 1909-10. Two semesters. Four hours credit. Prerequisite: Latin 4. 11:20 (Tu. Th.)

11. Latin Composition.—Practical work in Latin writing with a review of grammatical forms and syntax. This course includes also a systematic study of Roman private life and legal antiquities. For prospective teachers. Alternates with course 10. Two semesters. Four hours credit. Prerequisite: Latin 4. 11:20 (Tu. Th.)

12. Cicero, Tacitus, Elegiac Poets.—An advanced reading course alternating with number 10. Not given 1909-10. Two semesters. Six hours credit. Prerequisite: Latin 4. 11:20 (M. W. F.)

C. Hebrew. Professor Gerechter.

Hebrew has been introduced into the curriculum to accommodate students preparing for the ministry. It is expected that a good working knowledge of Hebrew will be acquired. In an informal way, the relation of Hebrew to the other Semitic languages and a general view of this field of study will be presented. Lectures on Hebrew literature will be delivered by the professor.

First Year.

1. Harper.—Elements of Hebrew and Introductory

Hebrew Method and Manual will be used as text-books. Lessons I to XVII, comprising the first chapter of Genesis. Written and oral translations from Hebrew into English and from English into Hebrew. First semester. Four hours credit. Hours to be arranged.

2. Text-books as above. Lessons XVII to XXXIII, comprising Genesis, chapters 2 and 3. Selected reading: Genesis, chapter 24. Written and oral translations from Hebrew into English and from English into Hebrew. Second semester. Four hours credit. Prerequisite: Hebrew 1, or an equivalent. Hours to be arranged.

Second Year.

3. Text-books same as in courses 1 and 2. Lessons XXXIII to L, comprising Genesis, chapters 4 to 9. Selected reading from Deuteronomy and Psalms. Written and oral exercises. First semester. Four hours credit. Prerequisites: Hebrew 1 and 2, or an equivalent. 3:30 (M. W. Th. F.) Not given in 1909-10.

4. A general review of Grammar with selected reading from Psalms and Isaiah. Second semester. Four hours credit. Prerequisites: 1, 2, 3, or an equivalent. 3:30 (M. W. Th. F.) Not given in 1909-10.

German. Professor Gerechter and Instructor Bailey.

1. Pronunciation, German and English Cognates. *Joynes and Wesselhoeft's* Grammar. First semester. Three hours credit. Two sections: 8:00 (T. W. Th. F.) and 11:20 (M. Tu. W. F.)

2. Grammar, oral and written eexrcises. Reading, *Carmen Sylva,* Aus meinem koenigreich, and other selected reading. Conversation on text. Second semester. Three

hours credit. Prerequisite: German 1. Two sections: 8:00 (Tu. W. Th. F.) and 11:20 (M. Tu. W. F.)

3. *Mosher,* Wilkommen in Deutschland, with conversation and reproduction of text. Systematic review of Grammar and sight reading. First semester. Prerequisites: German 1 and 2. 9:20 (M. W. Th. F.)

4. *Schiller,* Wilhelm Tell and Life of Schiller. *Wesselhoeft's* Composition. Sight reading. Second semester. Three hours credit. Prerequisites: German 1, 2 and 3. 9:20 (M. W. Th. F.)

5. *Baumbach,* Das Habichtsfraeulein. *Heine,* Die Harzreise. First semester. Three hours credit. Prerequisites: German 1, 2, 3 and 4, or its equivalent. 10:20 or 11:20 (M. W. F.)

6. *Lessing,* Minna von Barnhcln, with other selected reading and sight reading. Second semester. Three hours credit. Prerequisites: German 5. 10:20 or 11:20 (M. W. F.)

7-8. Composition in conjunction with German 5 and 6. *Stein,* German Exercises, Book II. One hour through the year. Two hours credit. Prerequisite: German 4. 10:20 or 11:20 (Th.)

9. *Dahn,* Ein Kampf um Rom. First semester. Three hours credit. Prerequisite: German 6. 9:20 (M. W. F.)

10. *Goethe:* Torquato Tasso. Second semester. Three hours credit. Prerequisite: German 9. 9:20 (M. W. F.)

11-12. Composition in conjunction with German 9 and 10. *Poll,* German Prose Composition and *von Jagemaun,* German syntax. Original compositions. One hour through the year. Two hours credit. Prerequisite: German 8. 9:20 (Th.)

13-14. History of German literature from 350-1625. Two hours through the year. Four hours credit. Prerequisites: German 5 and 6. 2:30 (M. W.) Not given in 1909-10.

15-16. History of German literature from 1625 to the present time. Special attention will be paid to the studies of the classics. Two hours through the year. Four hours credit. Prerequisites: German 13 and 14. 2:30 (M. W.)

Bernhardt's Hauptfacta aus der Deutschen Litteratur will form the basis of courses 13-16, with lectures by the professor and collateral readings from Scherer, Gostwick and Harrison, Baskerville, and others.

17-18. Scientific German: *Dippold's* Scientific German Reader. For students who have had German 6 or an equivalent. Two hours through the year. Four hours credit. 10:20 (Tu. Th.)

19-20. Teachers' German. For Juniors and Seniors who intend to become teachers. These courses may be taken in connection with German 13-16 or 9-12. Alternates with German 17-18. Two hours through the year. Four hours credit. 10:20 (Tu. Th.) Not given in 1909-10.

E. French. Instructor Greenman.

1. Pronunciation. Fraser and Squair's French Grammar. Reading: Selected. Conversation. First semester. Three hours credit. Prerequisite: German 1. 8:00 and 11:20 (Tu. W. Th. F.)

2. Reading: L'Abbe Constantin. Sight reading, Conversation, and reproduction of text. Second semester. Three hours credit. Prerequisite: French 1. 8:00 and 11:20 (Tu. W. Th. F.)

3. *Augier and Sandeau,* Le Gendre de M. Poirier, Mlle.

de la Seigliere; *Sarcey,* Le Siege de Paris. Composition, Conversation. First semester. Three hours credit. Prerequisites: French 1 and 2. 1:30 (Tu. W. Th. F.)

4. *Moliere,* L'Avare or Le Bourgeois Gentilhomme. Modern Prose. Composition, conversation. Second semester. Three hours credit. 1:30 (Tu. W. Th. F.)

5. *Corneille.*—First semester. Three hours credit. Prerequisites: French 1, 2, 3 and 4. 9:20 (M. W. F.)

6. *Victor Hugo.*—Second Semester. Three hours credit. Prerequisites: French 1, 2, 3 and 4. 9:20 (M. W. F.)

7. History of French Literature, with readings from Corneille, Racine, Moliere, Rousseau, and Voltaire. French reports on supplementary reading. First semester. Three hours credit. Prerequisites: French 1, 2, 3 and 4. 10:20 (M. W. F.)

8. History of French Literature. Reading; Chateaubriande, Hugo, Taine and other XIX century authors. Reports in French on supplementary reading. Lanson as reference. Second semester. Three hours credit. Prerequisites: French 1, 2, 3, 4 and 5. 10:20 (M. W. F.)

Spanish.

Courses in Spanish will be introduced for those who desire work in this language. Courses are designed to cover two years of work. It is expected that the student will, in the time allotted to this language, acquire a rapid reading knowledge with some ability in conversation. This subject is presented in alternate years. First, Spanish Grammar and Reading. Giese's First Spanish Book and Reader. Becquer's Legends, Tales and Poems, Conversation. Six hours credit. Two semesters. 2:30 (M. W. F.)

Second, Modern Spanish Literature, Works, by modern Spanish authors such as Echegaray, Becquer, etc. Composition and Conversation. Six hours credit. Two semesters. 2:30 (M. W. F.)

II. ENGLISH LITERATURE AND LANGUAGE, INCLUDING PUBLIC SPEAKING.

A. English Literature. Professor Corkhill and Dean Carter.

It is the purpose of these courses to give the student a practical and first-hand knowledge of those works that are admitted to be masterpieces, and are both the foundation and the culmination of what is best in our literature. No text-books are used but the works chosen; these are read outside the class, and the recitation period is given up to a discussion of their content, what it involves, and what principles of its particular type the whole work exemplifies. By such a method it is hoped that the study may be made practical, and that each recitation may furnish some suggestions that will be of aid to the student in his individual and self-directed reading; also, that the reading of the works chosen may inspire in him a desire to broaden his acquaintance with the whole subject of literature, and by this means contribute to his higher and fuller education.

1. Lowell.—A study of his poems, and of his period. First semester. Two hours credit. Alternating with course 2. 9:20 (Tu. Th.)

2. Lowell.—A study of his essays, and of his period. First semester. Two hours credit. Alternating with course 1. 9:20 (Tu. Th.) Not given in 1909-10.

3. Emerson.—A study of his work, and of his period. First semester. Two hours credit. Prerequisite: Six college credits in English Literature. 10:20 (Tu. Th.) Not given in 1909-10.

4. The Short Story.—A study of this form of literature as it appears in our present day magazines. First semester. Two hours credit. 8:00 (Tu. Th.)

5. Shakespeare.—A study of his representative plays and of his period. First semester. Three hours credit. 9:20 (M. W. F.)

6. Literary Criticism.—A study of the various forms of literature, with a view of finding out what are their fundamental principles and laws. Two semesters. Four hours credit. Prerequisites: Six college credits in English Literature. 11:20 (Tu. Th.) Not given in 1909-10.

7. Tennyson.—A study of his principal poems, and of his period. First semester. Two hours credit. Prerequisite: Four college credits in English Literature. Alternating with course 10. 8:00 (Tu. Th.)

8. Milton.—A study of his period, and of Paradise Lost. Second semester. Three hours credit. 9:20 (M. W. F.)

9. The Novel.—A study of this form of literature with a view of finding out its chief principles. Second semester. Three hours credit. 11:20 (M. W. F.)

10. Browning.—A study of his principal poems, and of his period. Two hours credit. Prerequisites: Six college credits in English Literature, three of which must be course 5. Alternating with course 7. 8:00 (Tu. Th.) Not given in 1909-10.

11. Teacher's Course.—A course designed especially for those expecting to teach literature in high schools. The selections required in high school courses will be taken up, with a view of teaching them; there will also be given

a general consideration of American Literature and its development. Prerequisite: Nine college credits in English Literature. Second semester. 11:20 (Tu. Th.)

12. The Romantic Movement.—A study of this period, and of the principal writers representing it. Second semester. Three hours credit. 11:20 (M. W. F.) Not given in 1909-10.

13. Carlyle.—A study, in alternating years, of Heroes and Hero-Worship and of Sartor Resartus. Second semester. Two hours credit. 8:00 (Tu. Th.)

14. The Eighteenth Century Literature.—A study of the most important conditions and influences of the literature of this period. First semester. Two hours credit. 10:20 (Tu. Th.)

15. Wordsworth.—A study of his principal poems, and of his period. Prerequisite: Six college credits in English Literature. First semester. Three hours credit. 10:20 (M. W. F.) Not given in 1909-10.

16. Seminar.—A study of the history of English Literature. Prerequisite: Nine hours college credit in English Literature. 3:30 to 5:30 (Th.)

17. The Nineteenth Century Literature.—A study of the most important conditions and influences of the literature of this period. Second semester. Two hours credit. 10:20 (Tu. Th.)

Prof. Fairfield.

B. Rhetoric.

1. Rhetoric.—A study of the principles of rhetoric. The work in composition is conducted by means of weekly themes. Two semesters. Six hours credit. Four divisions: 8:00 (M. W. F.); 9:20 (M. W. F.); 1:30 (Tu. Th.); 2:30 (F.) Required of all Freshmen.

2. Advanced Rhetoric.—An advanced course in expository and oratorical composition. Two semesters. Four hours credit. Prerequisite: course 14. 9:20 (Tu. Th.)

C. Public Speaking. Professor Garns.

The courses here offered are arranged with the special purpose in view of developing all of the expressive powers of the student. This is accomplished by training him to think for himself, by emphasizing the need of gaining knowledge, and by training him to make that knowledge of benefit, both to himself and to others. In these courses, no attempt is made to make public readers, and selections are studied only for the purpose of developing the powers of interpretation and appreciation of literature.

1. Vocal Expression.—Stimulation of thought activity and vocal responsiveness. General principles of thought assimilation and revelation. Study of nature and application of principles to expression. Conversational form. Simplicity. Earnestness. Animation. Exercises for practice. Class book: "Foundations of Expression," Curry. One hour per week throughout the year. Two hours credit. 1:30 (M. or Th.)

2. Oratory and Extemporaneous Speaking.—Study of the oration, as a literary form. Masterpieces of oratory will be analyzed for principles of oratorical construction. Development of the different types of oratory by means of extemporaneous theme writing. The writing and delivering of at least two orations during the year. Drill on delivery. Text-book: "Modern American Oratory," Ringwait. Two hours per week throughout the year. Four hours credit. Prerequisites: Rhetoric 1, and Public Speaking 1. 11:20 or 2:30 (Tu. Th.)

3. Delivery.—Principles of Public Delivery. The vocabulary of oratoric delivery and its development. Problems and special exercises with illustrative discussions. Application of principles to special needs of students. Development of the powers of conception, and the ability to express every phase of human experiences, as a means of securing ease, simplicity, and spontaneity in all form of speaking. One hour per week throughout the year. Two hours credit. Prerequisite: Public Speaking 1 and 2. 1:30 (F.)

4. Elective.—Seven semester hours of approved work in the School of Expression may be accredited in the free electives in any course.

III. HISTORY.

Professor Havighorst.

To understand our extremely complex modern society it is quite necessary to know the origin and trace the growth of our various social institutions. The history department aims to show the social unity in the development of mankind, and to make the study of all history of practical value through its relation to present day problems and conditions. Courses 1 and 2 (required of all students before graduation) are introductory courses and it is strongly recommended that they be taken in the Freshman year.

1. Medieval European History.—A general survey of the history of Europe from the Barbarian invasions to the end of the Middle Ages. The text-book will be supplemented by occasional lectures, collateral reading in the sources and in secondary historics, and by discussions on assigned topics. First semester. Three hours credit. 10:20 and 11:20 (M. W. F.)

2. Modern European History.—A general survey of the history of Europe from the Renaissance to the present time. Text-book, occasional lectures, collateral reading and reports on assigned topics. This is a continuation of course 1. Second semester. Three hours credit. Prerequisite: History 1. 10:20 and 11:20 (M. W. F.)

3. History of England.—From the earliest times to the beginning of the Stuarts. Special attention will be given to the growth of the constitution of England. Gardiner's "Students' History of England," will be used as a text. Collateral reading and the preparation of theses will be required. First semester. Two hours credit. 11:20 (Tu. Th.)

4. History of England.—From the beginning of the Stuarts to the present time. This is a continuation of course 3. Second semester. Two hours credit. 11:20 (Tu. Th.)

5. The Period of the Protestant Reformation.—The Period introductory to the Reformation; The Reformers, Luther, Zwingli, Calvin; The Reformation in England, France, The Netherlands, Denmark, Sweden; The Counter Reformation. Seebohm's "Era of the Protestant Revolution," and Johnson's "Europe in the Sixteenth Century," will serve as a basis. Lectures, theses, and wide collateral reading. Considerable attention will be given to the sources. First semester. Two hours credit. Prerequisite: History 1 and 2. 9:20 (Tu. Th.)

6. The Period of the Thirty Years War and the Age of Louis XIV.—The Thirty Years War; the Puritan Revolution and Revolution of 1688; Wars of Louis XIV. Wakeman's "European History, 1598-1715," will be used as a text-book, supplemented by lectures, assigned topics

and collateral reading. Second semester. Two hours credit. Prerequisite: History 1 and 2. 9:20 (Tu. Th.)

7. Europe in the Eighteenth Century.—The Rise of Prussia and Russia; War of the Polish Succession; War of the Austrian Succession; Seven Years War; colonial empire; ancient regime. Hassall's "Balance of Power" will be used as a text, supplemented by lectures, theses and collateral reading. First semester. Two hours credit. Prerequisite: History 1 and 2. 9:20 (Tu. Th.) Not given in 1909-10. Alternates with course 5.

8. The French Revolution and the Napoleonic Era.—Mathew's "French Revolution," will be used as a text-book, and will be supplemented by lectures, especially the Napoleonic Era. Special topics and extensive collateral reading. Second semester. Two hours credit. Prerequisite: History 1 and 2. 9:20 (Tu. Th.) Not given in 1909-10. This course alternates with course 6.

9. Europe in the Nineteenth Century.—Congress of Vienna; reconstruction of Europe; reaction, reforms, and revolutions; unification of Germany and Italy; organization of the European states of today; present problems. Text-book, collateral reading and theses. Second semester. Three hours credit. Prerequisite: History 1 and 2. 2:30 (M. W. F.) Not given in 1909-10. This course alternates with course 11.

10. American History, 1492-1789.—The Colonial Era; the Revolution; the Confederation; the Federal Constitution. Text-book, with lectures, assigned topics and collateral reading will constitute the work. First semester. Three hours credit. Prerequisite: History 1 and 2. 2:30 (M. W. F.)

11. History of the United States.—1789 to the

present time. Organization of the Government; foreign affairs and the War of 1812; the Missouri Compromise; Nullification; war with Mexico; annexation of territory and the slavery struggle; Civil War and Reconstruction; recent and present problems. Text-book: Assignment of Topics for report, and discussion, and collateral reading. Second semester. Three hours credit. Prerequisite: History 1 and 2. 2:30 (M. W. F.)

12. Seminar in American History.—The aim is to adapt the Historical Seminar, which originated in the German universities, to the needs and capacities of undergraduate students. An effort is made to give students a clear conception of the methods of historical study and to give them a training in the use of historical sources. The purpose is further to cultivate a calm and judicial mind in the use of such original material. At each meeting of the Seminar, therefore, a definite topic and references are assigned, involving a careful and critical study of the period examined. First semester. Three hours credit. Prerequisites: History 1, 2, 10 and 11. 7:00 to 9:00 (Tu.) Not given in 1909-10. Alternates with course 10.

13. History of Greece.—A detailed study of the political institutions and social life of the Greeks from the earliest times until the death of Alexander, the Great. Oman's "History of Greece" will be used as a text-book. This course will be given by Prof. Trever of the Greek Department. Second semester. Two hours credit. Prerequisite: History 1 and 2. 11:20 (Tu. Th.) Not given in 1909-10. Alternates with course 14.

14. History of Rome.—A study of the history of the Roman state from the foundation of the city until the invasions of the barbarians, with special reference to the development of the Roman constitution and the causes of the

decline and fall of the Roman empire. Text-book, supplemented by theses and collateral reading. Second semester. Two hours credit. Prerequisite: History 1 and 2. 10:20 (Tu. Th.)

15. Teacher's Course.—A lecture course having special reference to the teaching of history in secondary schools. First semester. One hour credit. Prerequisite: History 1 and 2. 8:00 (F.)

IV. ECONOMICS, POLITICS, SOCIOLOGY.

Professor Rosebush.

The work in this department is intended to serve as a partial introduction to a comprehensive study of American society, and the end sought is the training of students to deal intelligently with matters of large public concern. In accordance with this aim, the courses are all interrelated and are made vital and intensely practical; emphasis is everywhere placed upon the actual march of affairs; and the student is constantly stimulated to understand the deeper and more fundamental trend of events.

Economics.

1. Economic History of the United States.—(1784-1890.) This course forms the proper introduction to all the other work offered in this department. The physiographic background of economic activity is enlarged upon; and a constant aim made to indicate and explain the gradual development from simple frontier conditions to the complex life of our own time. Among the topics treated by means of lectures and assigned readings are expansion, public lands, forestry, farming, cotton, slavery, the growth of manufactures, transportation, trade and trade routes, money, banking, foreign relations, labor and economic

thought. Some mention is also made of the interaction between economic and other forms of human activity. Throughout the year. Six hours credit. 11:20 (M. W. F.)

2. The Corporation.—(1870-1908.) The sequel to course 1, dealing with the recent history of railways, industrial corporations, and labor unions with reference to organization, financiering, powers, evils, and methods of regulation. Throughout the year. Four hours credit. Prerequisite: course 1. 11:20 (Tu. Th.)

3. Debate.—A formal debate is held once a week; some question of public moment is discussed through a series of debates, and the speakers freely criticised in open session. Much drill is also given in the art of argumentation. Once a month the session is devoted to parliamentary law, and the students trained in the art of the management of assemblies. . Open to all students in the first semester, who have had a course in rhetoric, or in public speaking (see Rhetoric 1; Public Speaking 1), but in the second semester only to those engaged in public forensic contests. Six hours credit. 3:30 (Tu.)

4. Theory of Economics.—This course aims to present a theory of business activity, based upon American conditions, as outlined in courses 1 and 2. The subject of public finance will also be discussed. Seager, Introduction to Economics is used as a text. Throughout the year. Four hours credit. Prerequisite: course 1. 9:20 (Tu. Th.)

Politics.

7. Politics.—The real working of American local and federal governments is made clear. Much thought is put upon the various questions now under public discussion and the relation between economic and political conditions

is constantly emphasized. The text used is Hart's Actual Government. First semester. Four hours credit. 1:30 (M. Tu. W. Th.)

8. Comparative Politics.—Foreign systems are studied to gain a broad and catholic view of the various ways in which political activity can be carried on. An attempt is made to estimate the value of European experience to American conditions. Second semester. Three hours credit. Prerequisite: course 7. 1:30 (M. W. F.)

9. International Law.—A course explanatory of the relations governing international intercourse. Lawrence, Principles of International Law will be used as a text-book. To alternate with course 8. Second semester. Three hours credit. Prerequisite: course 7. Not given in 1909-10.

Sociology.

10. Introduction to Sociology.—A study of the various theories as to the origin and nature of human society, of the various kind of social stimuli, of the modes of social activity, and the possibility of progress through conscious effort. First semester. Two hours credit. 8:00 (Tu. Th.)

11. Social Aesthetics.—Studies in the causes and the character of the changes now taking place in American art, industrial and civic surroundings, with reference to their probable effect upon American character. Second semester. Two hours credit. 8:00 (Tu. Th.)

V. MATHEMATICS, ENGINEERING, AND ASTRONOMY.

Professor Lymer and Mr. Deming.

Although the primary aim of this department is to train the mind to think logically on all subjects, yet the

topics are so selected as to lay the foundation for such professions as civil, mechanical, and electrical engineering, and architecture. To this end the work is made largely practical.

Students majoring in mathematics are advised to take courses 1, 2, 3, 5, 6 and 7, in the order named, and to elect mechanics, descriptive geometry or astronomy to complete the requirement. Course 7 must be included in the major.

Engineering students are advised to take the pre-engineering course as outlined.

A. Mathematics.

1. Algebra.—A review of quadratics and simultaneous quadratics; graphical representation, the progressions, binomial theorem, logarithms, permutations and combinations, theory of equations. First semester. Three hours credit. Text, Well's Advanced Algebra. Three sections: 8:00, 11:20, 2:30 (M. W. F.)

2. Trigonometry.—Plane and spherical. Special emphasis is laid upon the solution of triangles. No prerequisite. Text, Phillips and Strong. Second semester. Three hours credit. Two sections: 8:00 and 2:30 (M. W. F.)

3. Higher Algebra.—Logarithms and the slide rule, the progressions, permutations and combinations, graphical representation, complex numbers, undetermined coefficients, partial fractions, theory of equations, infinite series. Required of engineers.

Students registering for this course with one unit high school algebra will be organized into a special class, which will meet twice a week at hours to be arranged. The work will include a review of elementary algebra, a thorough study of quadratics, simultaneous equations, and ratio pro-

portion, with a brief treatment of the binomial theorem and the progressions. Students presenting one and one-half units will be required to pass an examination in the subjects named, to be held at the regular time for entrance examinations, and if their preparation is found deficient they will be required to join the special class.

First semester. Three hours credit. (Two hours credit for those who have taken Mathematics 1.) Text, Well's Advanced Algebra. 10:20 (M. W. F.)

4. Plane Trigonometry.—Required of engineers. To be taken with course 3. First semester. Two hours credit. 10:20 (Tu. Th.)

5. Analytic Geometry.—The straight line, conic sections, and briefly solid geometry. A few higher plane curves are discussed. Attention is given to plotting algebraic and transcendental curves. Text, Tanner and Allen. Second semester. Five hours credit. Prerequisite: algebra and trigonometry. 10:20 (Daily.)

6. Calculus.—Theory of limits, rules for differentiation, applications to geometry and mechanics, successive differentiation, maxima and minima, indeterminate forms, series and expansion of functions. Integration as the inverse of differentiation is developed side by side with the latter. Prerequisite: course 5. Text, Granville. First semester. Five hours credit. 9:20 (Daily.)

7. Calculus and Differential Equations.—Further applications of the differential calculus to curvature, asymptotes, envelopes, singular points, curve tracing; integration of more difficult types, the definite integral, successive and partial integration; a brief treatment of ordinary differential equations. Prerequisite: course 6. Text, as above. Second semester. Five hours credit. 9:20 (Daily.)

B. Engineering.

1. Mechanical Drawing.—This work includes free-hand lettering, exercises involving the use of all instruments, geometrical constructions, isometric and cabinet projection. Special attention is given to free-hand lettering, tracing and blue-print work, and the drawing of practical machine parts. One lecture or recitation and six hours draughting per week. Text: Tracy's Mechanical Drawing. First semester. Four hours credit. 11:20 (Tu.) 1:30 to 3:30 (M. W. F.)

2. Mechanical Drawing.—A continuation of course 1. This course deals with lettering, elementary orthographic projection in the third angle, simple machine parts, and assembly drawings. Thesis. One lecture or recitation and four hours draughting per week. Text: Tracy. Second semester. Two hours credit. 11:20 (Tu.) and 1:30 to 3:30 (W. F.)

3. Topographic Drawing and Lettering.—This work includes practice in free-hand lettering, practice with water colors as used in tinting and shading, the formation and use of topographical symbols, and the making of topographical maps. Two hours per week in draughting room. First semester. One hour credit. Hours to be arranged.

4. Topographic Drawing and Lettering.—A continuation of course 3. Two hours per week in draughting room. Second semester. One hour credit. Hours to be arranged.

5. Descriptive Geometry.—Given partly as a theoretical and partly as an applied subject. The work includes the solution of a large number of practical problems. Text: Mac Cord. First semester. One semester. One recitation and five hours drawing per week. Three hours credit.

Prerequisite: Engineering 1 and 2. 10:20 (F.) and 10:20 to 12:20 (M. W.)

6. Elementary Surveying.—An elementary course in surveying which includes work with the tape, chain, hand level, and surveyor's compass; also some use of the transit and wye level. Pence and Ketchum's Surveying Manual is used as a text and each student is required to perform the problems as outlined in the manual, to check work within practical limits and to keep in a separate note book complete records of all problems. One lecture and five hours field work per week. Second semester. Two hours credit. Prerequisite: Trigonometry. Fee, $1.00. 1:30 to 3:30 (Tu. Th.)

7. Elementary Surveying.—A continuation of course 6. Special attention is given to the use, care and adjustment of instruments, and the solution of problems in connection with the plane table, transit, and level. The work includes different methods of measuring angles, running traverses, differential and profile leveling, establishing grade lines, determination of the true meridian by Polaris and Solar observations, topographic survey of campus, and land surveying, especially the United States system of land subdivision. The necessary computations and platting are required in connection with each problem. Johnson's Theory and Practice of Surveying, and Pence and Ketchum's Surveying Manual are used for class and field work. First semester. Two hours recitation and six hours field work per week. Four hours credit. Fee, $2.50. 8:00 (Tu. Th.)

8. Advanced Surveying.—A continuation of course 7, and includes hydrographic surveying, earthwork computations, the study of the planimeter, and aneroid barometer, also the use of higher instruments of precision. The same

texts as in course 7. Second semester. Two hours recitation and six hours field work per week. Four hours credit. Fee, $2.50. 8:00 (Tu. Th.)

NOTE.—In courses 6 to 8, inclusive, it is our aim to have office work and computation of field notes substituted for field work during the winter months.

10. MECHANICS.—Statics and Dynamics. Resolution and composition of forces, center of gravity, attraction, equilibrium with applications; laws of motion, moment of inertia and rotation, work and energy, impulse and momentum. Graphic and analytic methods are used. Text: Maurer's Technical Mechanics. Second semester. Five hours credit. Prerequisite: course 7; or may be taken with course 7. 11:20 (Daily.)

C. Astronomy.

1. GENERAL ASTRONOMY.—A historical and descriptive course designed to give the student a broad view of the science, and of the methods of observation. The student is taught the principal constellations and the brighter stars, and frequent use is made of the telescope in the study of the heavenly bodies. This course requires only the simplest mathematical operations and is complete without course 2. No prerequisite, but not open to Freshmen. Text: Young's Manual. Three hours credit. 1:30 (M. W. F.) Alternate years. Given in 1909-10.

2. PRACTICAL ASTRONOMY.—In this course the student is taught the methods of taking and reducing observations. Special attention is paid to the astronomy of engineering. The work includes the determination of time, latitude and longitude, azimuth, micrometric measurement of double stars and planets. Text: Comstock's Field Astronomy, with references to Loomis, Doolittle, etc. Second

semester. Three hours credit. Prerequisite: Trigonometry and Astronomy 1. 1:30 (M. W. F.) Alternate years. Given in 1909-10.

A. Physics. Professor Treat.

The work in Physics is designed to develop in the student the ability to observe accurately, to reason logically, and to demonstrate the validity of his conclusions experimentally. To this end, use is made of text-books, reference library, laboratories and lectures, as occasion demands or the nature of the particular subject requires. The Stephenson Hall of Science was planned to meet the requirements of the rapidly growing interest in, and importance of, science work and is entirely adequate to all demands made upon it.

In the experimental work, an outline manual is followed, the student being required to consult such authorities as Hastings and Beach, Carhart, Barker, Watson, Preston, Maxwell, Rowland, Jackson, Tesla, etc. These books are kept in the department library adjoining the laboratory. Here are found also such laboratory books as Whiting, Stewart and Gee, Tory and Pitcher, Nichols, Kohlrausch, Ames and Bliss, Milliken, Glazebrook and Shaw, Loudon and McLennan, Austin and Thwing, etc. The student, by frequent use, becomes acquainted with the works of the best authors upon the subject of physics, and, in many cases, has brought before him the several practical methods for the experimental solution of the problem under consideration.

1. General Physics.—Mechanics, Electricity and Magnetism. Recitations and lectures illustrated by experiment and by the use of the lantern. Students are required to make use of the departmental library whenever necessary

for the preparation of the subject assigned. Throughout the year. Six hours credit. Prerequisite: Trigonometry. 8:00 (M. W. F.)

2. General Physics.—Heat, Sound and Light. The course is intended to cover these subjects after the plan outlined in the preceding course. Throughout the year. Six hours credit. Prerequisite: Physics 1. 10:20 (M. W. F.)

3. Physical Measurements.—Mechanics, Electricity and Magnetism. The course is intended to parallel Physics 1, and to be taken in conjunction with it. Five hours per week. Four hours credit. See laboratory hours.

4. Physical Measurements.—Heat, Sound and Light. To be taken in conjunction with Physics 2. Five hours per week. Four hours credit. See laboratory hours.

5. Electricity and Magnetism.—Elementary theory and the use of direct and alternating machinery, together with the study of the instruments for the regulation, measurement and use of electric currents. Recitation and lectures three times per week in connection with laboratory work in electric measurements, testing, standardizing, etc. Five hours per week. Throughout the year. Total credit, ten hours. (M. W. F). Not given in 1909-10.

6. Optics.—The course includes a study of light and lenses, distortion, aberration, correction, application in optical instruments. Special attention will be given to projection apparatus and camera lenses, and sufficient work along lines of photography will be required to enable the student to prepare his own lantern slides. Second semester. Four hours credit. Prerequisites: One year college Physics and one year general Chemistry. 1:30 (M. Tu. W. Th.)

7. Teachers' Course.—History of Physics. Development of the Physical Laboratory. Pedagogy as applied to

physics. Text-books and laboratory courses. Individual experience in organizing and conducting laboratory work, and in experimenting before the class. Throughout the year. Four hours credit.

B. Chemistry. Professor Youtz.

The aim of the work in Chemistry is to lead students into an accurate and systematic knowledge of the principles underlying chemical phenomena. Emphasis is placed on principles rather than on details with the intention to render the subjects valuable for general culture, while at the same time they may furnish a thorough foundation for those who may follow chemistry professionally, or as an adjunct in other scientific or technical lines.

1. General Inorganic Chemistry.—Introduction. The first part of the course is devoted to a study of the laws of chemical union, solution, acids, bases, salts, atoms, molecules, valency, ionization, vapor density and the gas laws, atomic masses, molecular formulae, chemical equations, etc., developed quantitatively as far as seems consistent for beginners. In presenting these phases of the subject hydrogen, oxygen, water, chlorine, and hydrochloric acid, are studied in considerable detail. Following this is a systematic study of the history, occurrence, preparation, properties, and compounds of the common elements taken in the order of their valency with hydrogen for the acid forming elements, and according to the usual grouping in analysis for the bases. The time is divided about equally between laboratory and lecture, or quiz. Three lectures or recitations, and five hours laboratory per week throughout the year. Ten hours credit. Prerequisites: Elementary Physics and Algebra. 9:20 (Tu. Th.) and 2:30 section 1, (M.); or section 2, (W.)

2. Qualitative Analysis.—A systematic study of the bases and acids, beginning with the simpler compounds, and finally analysing complex mixtures. Text-book: Dennis and Whittelsey's Qualitative Analysis. One lecture or recitation, and eight hours laboratory per week throughout the year. Eight hours credit. Prerequisite: Chemistry 1. 11:20 (M.)

3. Quantitative Analysis.—The theory is given from outline notes, with readings from Olsen's Quantitative analysis, Treadwell's Quantitative Analysis, Miller's Quantitative Analysis for Mining Engineers, Sherman's Organic Analysis, and others for reference. Miller's Calculations of Analytical Chemistry is used for the stoehciometrical work. One hour lecture and eight hours laboratory work per week for one or for two years. Eight or sixteen hours credit. Prerequisites: Chemistry 1 and 2. 11:20 (W.)

As an introduction the following work is required of all students pursuing this course: Purification of sodium chloride and determination of chlorine; preparation of potassium magnesium sulphate and determination of magnesium, sulphuric anhydride, and water of hydration; alumina in potash alum; ferric oxide in ferric alum; calibration of measuring apparatus; acidimetry and alkalimetry; volumetric determination of iron in ferric alum; technical analysis of iron ore; copper ore, volumetric and electrolytic; dolomite; feldspar for silica and alkalis. After completing the above work students may select from the following such work as is most suitable, should they expect to follow chemical, engineering, medical, agricultural, or other lines, and credit will be allowed according to the amount of work chosen: Spiegel, steel or iron, ores of lead, nickel and cobalt, arsenic, antimony, zinc, chromium, wa-

ter, milk, butter, cereal, sugar, oil, soap, fertilizer, soil, coal and gas.

4. Organic Chemistry.—The more important classes of the carbon compounds are considered mainly as outlined in Remsen's Organic Chemistry. Two lectures or recitations per week for the year. Four hours credit. Prerequisites: Chemistry 1 and 2. 10:20 (M. W.)

5. Organic Chemistry.—Laboratory course. This course is designed particularly for those who are specializing in chemistry, or for those who expect to follow medicine or pharmacy, though any who are fitted may enter the course. A large number of syntheses are made illustrating the more common class reactions, and methods in the chemistry of the carbon compounds. Ultimate organic analysis, and vapor density determinations are included as a part of the course. Eight hours laboratory per week throughout the year. This course should be taken in connection with Chemistry 4. Six hours credit. Prerequisites: Chemistry 1 and 2.

6. Industrial Chemistry.—This is a lecture course. The work will be selected from the following subjects: (1) Water: Composition, pollution, purification; (2) Artificial illumination: Candles, oils, lamps, petroleum, gas, electric light; (3) Explosives: Gunpowder, gun cotton, nitro-glycerine; (4) Glass and ceramics; (5) Photography; (6) Sulphur and the sulphur acids; (7) Common salt, soda, bleaching powder, chlorates and allied products; (8) Caustic potash; (9) Nitric acid; (10) Sodium, alum, etc; (11) Foods and drinks; (12) Fertilizers; (13) Textile fabrics, paper, bleaching, dyeing, calico printing; (14) Oils, fats, soaps, glycerine. First semester. Four hours credit. Prerequisite; Chemistry 1. 8:00 (M. Tu. W. Th.)

7. Physical Chemistry.—An elementary study of the laws of gases, theory of behavior of substances in solutions, ions in analytical chemistry, thermo-chemistry, and electro-chemistry. Walker's "Introduction to Physical Chemistry" is used as a guide. Four hours lectures or recitations per week. Second semester. Four hours credit. Prerequisite: Chemistry 1. 8:00 (M. Tu. W. Th.)

8. A Course for Those Expecting to Teach Chemistry and Allied Sciences.—Among the subjects comprised in the course are: Historical development of chemistry (Ladenburg); Underlying principles of teaching chemistry (Smith); The scope of chemistry as comprehended in secondary schools and academies. Organization and conditions of class work both in experimental demonstrations and in subject matter. The modern chemical laboratory, its use, and organization with practice in conducting laboratory work. Two hours throughout the year. Four hours credit. Open only to those who have specialized largely in chemistry.

C. Geology. Mr. Scheffel.

This department aims to give the student a knowledge of fundamental geologic facts, and encourages the application of these facts to the discovery and utilization of natural resources and to questions of geography.

Many problems are offered for the stimulation of independent thought, and emphasis is placed upon the fact that geology is the common ground of the natural sciences; hence greatly assists the student in correlating his scientific knowledge.

Appleton and vicinity present features of unusual interest for field work in dynamic and structural geology.

1. Physiography.—Text: Salisbury's *Physiography,*

supplemented by lectures. Class work alone, two hours credit. With field and laboratory additional, three hours. First semester. 9:20 (Tu. Th.)

2. Geographic Controls.—Lectures and collateral reading. This is essentially a cultural course dwelling upon the response made by mankind to physiographic environment. Second semester. 11:20 (Tu. Th.)

3. General Geology.—Elective to Seniors and Juniors. Text: Le Conte's *Elements of Geology,* supplemented by lectures. A thesis is required from each student. Class work alone, six hours credit. With field and laboratory work additional, eight hours. Continuous throughout the year. 11:20 (M. W. F.)

4. Economic Geology.—Text: Ries' *Economic Geology of the United States.* Recitations, extensive use of illustrative material and collateral reading. Prerequisites: Chemistry 1, and Geology 3. First semester. 9:20 (M. W. F.)

5. Determinative Mineralogy.—This work will involve the study and determination of a series of minerals in the laboratory with lectures and quizzes on the physical character, occurrence and uses of minerals. Three hours credit. Prerequisites: Chemistry 1. Second semester. 1:30 (M. W. F.)

6. Meteorology.—Text: Davis' *Elementary Meteorology.* Two hours credit. Prerequisite: Physics 2 and 3. First semester. 8:00 (Tu. Th.)

D. Biology, Zoology and Botany. Professor Brinckley.

As in other sciences, the course is designed to secure to the student the habit of careful observation and the power of accurate generalization, and to give those fundamental

principles which are of most worth as elements of culture and essential as a foundation for higher attainments in these subjects. It is designed, as well, to be of direct practical value to those preparing for Medicine, Agriculture, and the other arts or profession in which the biological sciences are an essential preparation.

1. General Biology.—An elementary course in the principles of Biology, being an introduction to both Botany and Zoology. The first semester is devoted to the study of plants; the second to that of animals. The work is based on Sedgwick and Wilson's text, which is supplemented by lectures and collateral readings. Two recitations or lectures and seven and one-half hours laboratory work per week. Five hours credit. 11:20 (Tu. Th.)

2. Invertebrate Zoology.—A careful study of the invetebrate type forms is made, supplemented by library reading on more important forms from points of interest and economic value. Two recitations or lectures and five hours laboratory work per week. The work is based upon Hertwig's Manual Zoology, and is supplemented by lectures on elementary embryology, classification, and distribution of animals. Pratt's Invertebrate Zoology is used for the laboratory work. First semester. Four hours credit. Prerequisite: Biology 1. 1:30 (W. F.)

3. Vertebrate Zoology.—Laboratory study of the vertebrate type forms, supplemented by library work on additional important forms from economic and scientific standpoints. Due attention is given to classification, animal communities and to geographical distribution of vertebrates. Pratt's Vertebrate Zoology is the basis for the laboratory work. Two recitations or lectures and five hours laboratory work per week. Second semester. Four hours credit. Prerequisite: Biology 1. 1:30 (W. F.)

4. Human Physiology.—Elementary histology, muscular system, nervous system, skeleton, nutrition. Three recitations and two and one-half hours laboratory work per week. First semester. Circulation, respiration, metabolism, animal heat, excretion, ductless glands, organs of sense, the voice, contagious diseases and public sanitation, and accidents. Throughout the entire course due attention is given to Hygiene and to the effect of narcotics and stimulants. Second semester. The text used is Brinckley's Physiology by the Laboratory Method. Four hours credit. 10:20 (M. W. F.)

5. Vertebrate Histology.—A careful study is made of normal tissue, of microscopical technique and histological methods. For persons taking pre-medical courses a careful consideration of the normal and more common pathological tissues of the human body is given. During the course the student is required to make a collection of at least one hundred slides of his own preparation as a partial evidence of his skill in microscopic technique. The work is based on Böhm-Davidoff's Text-book of Histology, and is supplemented by required collateral readings, with notes on standard work, on normal and pathological histology. One lecture or recitation and five hours laboratory per week throughout the year. Six hours credit. Prerequisite: Zoology 4. 9:20 (F.)

6. Embryology.—(a) *Invertebrate Embryology:* A study of the Embryology of the type forms of the invertebrates, including the reproduction of unicellular forms. One lecture or recitation and two and one-half hours laboratory work per week. First semester. Two hours credit. (b) *Vertebrate Embryology:* Consideration of the general principles of the subject as presented by the fish, frog, chick, and mammal. One lecture or recitation and two and

one-half hours laboratory work per week. Second semester. Two hours credit. Prerequisite: Zoology 2, 3 and 4. 8:00 (Tu. Th.)

Botany.

8. Morphology, Histology, Physiology and Ecology of Cryptograms.—Type study of the Algae, Fungi, Liverworts, Mosses, Ferns, Equiseta and Lycopods. Due attention is given to classification and economic value. Two lectures or recitations and five hours laboratory work per week. First semester. Four hours credit. Prerequisite: Biology 1. 1:30 (Tu. Th.) Given in 1909-10.

8. Morphology, Histology, Physiology and Ecology of Flowering Plants.—Type study of the more important groups of flowering plants. Due attention given to plant societies, geographical distribution and economic importance. Two recitations or lectures and five hours laboratory work per week. Second semester. Four hours credit. Prerequisite: Biology 1. 1:30 (Tu. Th.) Given in 1909-10.

9. General Bacteriology.—An elementary consideration of the more common micro-organisms of the air, water, food and disease, and the general principles of Bacteriology and Bacteriological methods. A careful study of the more important pathological bacteria, their biology, differentiation and identification. Students are required to make permanent mounts of the bacteria studied. Collateral reading, with notes on current literature and recent works on the subjects considered, required. One lecture or recitation and five hours laboratory work per week throughout the year. Six hours credit. Prerequisite: Biology 1. 11:20 (F.)

10. Teachers' Course.—The primary aim of the

course is to prepare teachers for biological work in high schools and academies. The course embraces the history of the biological sciences, especially as to biological methods of instruction; of the content of the course; laboratory equipment and management. The theoretical phase of the work will be conducted largely by assigned readings of standard works and current literature on subjects considered. The major part of the work will be practical, the scholar being required to assist in the conduction of laboratory experiments and to give class and laboratory demonstrations. Meetings will be held at stated times at which the work of the assigned readings will be discussed. The course extends throughout the year. Four hours credit. Prerequisite for teaching Botany and Zoology: Biology 1; for Physiology: Zoology 4.

VII. PSYCHOLOGY, PHILOSOPHY, AND RELIGION.

A. Psychology. Professor Farley.

1. General Psychology.—An elementary course that should be taken in the Sophomore year and which is devoted to a study of the growth, development, and conditions of the mind, and an analysis of the different aspects or functions of personal consciousness. The course is valuable to any one who wishes to understand human life and action. It is useful to the student of law or medicine and is of prime value to any student of literature, social science, economic theory, history, religion, or philosophy. Instruction is given by means of discussions and recitations. History of Philosophy (course 2 or 3) may be taken in connection with Psychology 1. First semester. Three hours credit. No prerequisite. 8:00 (M. W. F.) and 10:20 (M. W. F.)

2. Mental Development and Function.—A correl-

ation with course 1. The course will cover the general characteristics of mental and physical growth from youth to maturity. Special emphasis will be placed upon the development of social consciousness and upon the environmental conditions or adjustments that make life activities significant. The course should be of value to those interested in historical, sociological, political, ethical, or pedagogical work. Text: Miller's Psychology of Thinking, in connection with Baldwin's Social and Ethical Interpretations, or Tyler's Growth and Education. Second semester. Two or three hours credit. The regular class discussions and text-book reading count for two hours; the parallel readings or special topics, for one additional hour. Prerequisite: Psychology 1. 8:00 (M. W. F.)

3. An elementary, yet comprehensive, course open to Sophomores who have had Psychology 1, and consists of a study of some special functions of consciousness, practical problems in psychological experimentation, and a study in the psychology of learning. The course is of value to those who desire a more thorough comprehension of life and action than is possible in course 1, or who are interested in many practical reactions to the environment, such as processes of acquisition, development of attention, growth of habit, expressions of instinct, growth of perception, or thought, motor control, suggestion, or other special subjects of study. Two, three or four hours credit. The regular class work, including lectures and text-book reading, count for two hours. The parallel readings and special topics may count either for one or two additional hours. Second semester. 10:20 (Tu. Th.)

Philosophy.

The value of Philosophy lies in its intensely practical

relation to the fundamental views that control our interpretations in life; in literature and history, in the social and physical sciences. It aims to give a criticism of fundamental beliefs and to consistently portray a system of principles essential to our thought and understanding of the world. Both religion and science unavoidably have their foundations laid in philosophical interpretations.

1. Introduction to Philosophy.—An elementary course devoted to the problems of thought. An effort is made to have the student become self-conscious of his own fundamental common sense beliefs. These presuppositions are then contrasted with other possible constructions. The course aims to help the student to realize the fundamental truths in each system of thought and to dispossess the mind of the dogmatism of common life. The course ends with the conception of idealism and the proof of God. This course gives a student a good outlook upon the field of philosophy and helps him to see the principles that have controlled the thought of mankind. It is important to any one who desires to be thoughtful and who wishes to see the fuller meaning or use of body and mind, nature, explanation, truth, reason, law, evil, immortality, morality, space, time, force, energy, matter, evolution, things, society, individualism, freedom and God. It is of value to those who are interested in law or theology, or in interpretation in literature, history, economic theory, or the principles of natural science. Throughout the year. Four hours credit. Prerequisite: Psychology 1. (Thursday evening.)

2. General History of Philosophy.—A course open to Sophomores and consists of a general survey of Ancient, Mediaeval, and Modern Philosophy. The student is expected to present an analysis of the systems of some of the most prominent thinkers. Students desiring to take

up the introduction to philosophy are advised to pursue the History of Philosophy. Course 2 may be taken in connection with psychology. Text: Weber's History of Philosophy. Alternates with course 3. Throughout the year. Six hours credit. Prerequisite: One year of college work. 9:20 (M. W. F.)

3. History of Modern Philosophy.—A course in the history of Modern Philosophy covering German Rationalism and Idealism, and including some of the prominent thinkers of British Philosophy. This course gives a good survey of the growth and development of modern thought. Students of history or literature and of the social sciences should find the course directly useful as an interpretative study. Alternates with course 2. Throughout the year. Six or eight hours credit. The regular class work including discussions and text-book reading count for six hours. The parallel readings and special topics count for one additional hour each semester. Prerequisite: Psychology 1. 9:20 (M. W. F.)

4. Logic.—An elementary course in Logic and Methodology. Special emphasis is placed upon logical analysis and argument, and the methods of scientific investigation. This course will be found valuable to those desirous of learning how to think critically and consistently and who wish to know the fallacies common in thinking. Second semester. Two or three hours credit. The regular class work discussions and text-book readings count for two hours. The parallel readings and special topics count for one additional hour. Alternates with Psychology 3. Not given in 1909-10. Second semester. 10:20 (Tu. Th.)

EDUCATION.

President Plantz and Professor Farley.

Courses in Education are not Philosophy and consequently are not to count on philosophy credit. Those students desiring a University Teacher's Certificate are required to take a minimum of five hours in Psychology and five hours in Education, besides two hours in some departmental pedagogical course (see below), a total of twelve hours.

1. History of Education.—A course in the History of Education among the Medieaval and Modern European nations. This course is not to be counted on philosophy credit. It is very urgent that students who take the History of Education shall have had Mediaeval and Modern European History and History of the Renaissance. Without these courses it is well nigh impossible to appreciate the meaning of monasticism, scholasticism, rise of universities, renaissance and humanism, etc., as treated in the course. The course in the History of Philosophy is an invaluable aid to help one appreciate the movements of thought discussed in the text. Text: Monroe. First semester. Two hours credit. Prerequisite: Psychology. 1:30 (Tu. Th.)

2. Principles of Teaching.—A study of the various methods of teaching secondary and primary school subjects. An attempt is made to have the work as practical as possible and to meet the actual problems and conditions as they confront the teacher in the secondary schools. Students are expected to do a good amount of observation work. Two or three hours credit. Regular class work including discussions and text-book reading count for two hours and the parallel readings and special topics count for one hour additional credit. Second semester. Prerequisite: Psychology. 1:30 (Tu. Th.)

3. Educational Administration and Supervision. —A course for those desiring to become high school principals or city superintendents. A study of methods of organization and control of secondary school systems. Courses of study: Specialization and liberalization, relation of the high schools to the public school and to the college, function of different types of schools, a special study of the city and country high school, educational laws and problems connected therewith, function of principal or superintendent, his problems and duties to the social body and teaching staff; the teaching staff, its training and needs; the teacher's need of ample time for reflection; school records and statistics; educational ideals of different professions; educational needs of the people and how to meet them. Two hours credit. Prerequisite: Psychology. Second semester.

Departmental Pedagogical Courses.

1. Two hours—Teachers' Latin. Required of all those who intend teaching the Latin language. See department.

2. Two hours—Teachers' German. Required of all those who intend teaching the German language. See department.

3. Two hours—Teachers' English. Required of all those who intend teaching Literature. See department.

4. Two hours—Teachers' History. Required of all who intend to teach History. See department.

5. Two hours—Teachers' Mathematics. Required of all those who intend teaching Mathematics. See department.

6. Three hours—Teachers' Science, at least two hours of which is required of all those who intend teaching Physics, Chemistry or Biology. See department.

B. Ethics and Religion. President Plantz.

The work of this department is designed to acquaint students with the theory and practical problems of ethics, the historical and psychological questions of religion, and the logical and historical foundations of the Christian faith. It is believed that the work of this department will contribute to an appreciation of religion as one of the most important factors in man's social life and progress.

1. Principles of Ethics.—This course discusses the growth of moral ideas in the development of civilization; considers the psychological basis of ethics; critically examines the principal ethical theories, and concludes with a study of the metaphysical implications involved in the science. It is given by a combined use of text-book and lecture together with theses presented for class-room discussion. First semester. Two hours credit. 1:30 (W. F.)

2. Social and Political Ethics.—This is a course in practical ethics in which a study is made of the principal moral problems of man's individual, social and political life. The moral basis of our social institutions is examined and especial attention is given to the ethical principles involved in the weightier questions of modern society. Consideration is also given to questions of moral pathology and to the grounds of moral progress. Second semester. Two hours credit. 1:30 (W. F.)

3. Theism.—The grounds of Theism are presented and a criticism of other world-theories given. Bowne's Philosophy of Theism is made the basis of the course supplemented by lectures and assigned readings. First semester. Two hours credit. 10:20 (Tu. Th.)

4. Philosophy of Religion.—The religious consciousness is studied in its nature, forms of historical develop-

ment, intellectual and emotional content and objective activities. The attempt is made to give a systematic view and rational interpretation of those principles of the religious life and nature which have found expression in the religions of the world. Second semester. Two hours credit. 10:20 (W. F.)

5. Evidences of Christianity.—The various arguments in proof of the claims of Christianity are carefully discussed and the principal systems of doubt are analysed. Students are invited to present questions on any matter of religious difficulty, and these are systematized and discussed before the class as a prelude to the regular lecture. The largest freedom is granted. Second semester. Two hours credit. 10:20 (Tu. Th.)

C. Biblical Literature. Professor Naylor.

A minimum of three hours credit in Biblical Literature is required of all Protestant collegiate students.

A liberal education demands some serious study of the history and literature, law and social science, politics and religion of the people whose gifts to the world have been the greatest dynamics in the education and civilization of the past two thousand years.

The method pursued in the following courses is sympathetic and constructive, historical rather than critical. Broad educational values, rather than technical information, are sought.

1. Hebrew History.—Includes a study of (1) the social and political history of the people of Israel from the Patriarchial period to the fall of Jerusalem in 586 B. C. together with the relations of Assyria, Egypt, Chaldea and Babylonia to the Israelites; (2) the rise and growth of prophetic and legal literature, the books of the Bible logically

and chronologically arranged, the historical records of other nations as they bear upon Hebrew history; (3) the rise and development of prophecy, the finding of "the book of law," the social, moral, political and religious movements of Hebrew history. Required of all Protestant Collegiate students. Texts: The American Standard Revised Bible and Kent's historical series. First semester. Three hours credit. 8:00 or 1:30 (M. W. F.)

2. Jewish History.—Includes a study of (1) the history of the Jews from the captivity (586 B. C.) to the time of Christ, including the Jews' Maccabean struggle for liberty; (2) the literature of the great prophets of the exile with the side lights from historical records, monuments classical literature, and the extra canonical Jewish literature of the period; (3) the effect of "the law" in the transformation of the Jewish people, the rise and fall of Judaism, Messianic prophecy. Prerequisite: course 1. Texts: The American Standard Revised Bible, and Kent's Historical series. Second semester. Three hours credit. 8:00 or 1:30 (M. W. F.)

3. Life and Times of Christ, comprises a survey of (1) the life of Christ in its historical relations; (2) the gospels as a four-fold biography; (3) the teachings of Jesus, their form, content and scope; (4) comparative study of various "Lives" of Christ. Texts: Burton and Matthews Life of Christ, and Steven's and Burton's Harmony of the Gospels. First semester. Two hours per week, with collateral reading. Three hours credit. 1:30 (Tu. Th.)

4. Primitive Era of Christianity, comprises a study of (1) the origin and growth of Christianity (to 100 A. D.), in relation to its Jewish and Roman environment; (2) chronological and synthetic study of New Testament

literature from Acts to the Revelation; (3) the principal teachings of the Apostels. Texts: The American Standard Revised Bible and Gilbert's Apostolic Age. Second semester. Two hours per week, with collateral reading. Three hours credit. 1:30 (Tu. Th.)

5. The Literary Study of the Bible, comprises a study of the bible as literature. Lyric and epic, story and idyl, oratory and prophecy, drama and rhapsody, wisdom and apocalyptic literature. Texts: Moulton's Short Introduction ot the Literature of the Bible and Moulton's Modern Reader's Bible. Entire year, two hours per week. Four hours credit. 8:00 (Tu. Th.)

6. The Birle and World Movements, (a course in the philosophy of history), comprises a survey of the relation of the Bible to the great world movements which have marked the progress of western civilization since the origin of biblical literature, with special reference to the influence of Christian Missions—Apostolic, Mediaeval, Modern—e. g., a study of the influence of Christianity upon the peoples of decadent Rome, the relation of the Bible and Christianity to the social evolutions culminating in the nationalization of Europe, and to the world-wide social transformations of the nineteenth century. The work consists of lectures, collateral reading and reports on assigned topics. Second semester. Two hours per week, with collateral reading. Three hours credit. 2:30 (Tu. Th.)

7. The Social Teachings of Jesus comprises a study of the teachings of Jesus upon the relations of man to his fellows—social, economic and political. Prerequisite: course 3. Text: to be announced. First semester of alternate years, beginning 1910. Two hours per week with collateral readings. Three hours credit. 2:30 (Tu. Th.)

8. The Teachings of the Prophets comprises a

study of the prophets of the Old Testament as patriotic statesmen, social reformers and religious leaders. Prerequisite: courses 1 and 2. Text: Harper's Prophetic Element of the Old Testament and the American Standard Revised Bible. First semester of alternate years, beginning 1909. Two hours per week, with collateral reading. Three hours credit. 2:30 (Tu. Th.)

D. Comparative Religions and Missions. Professor Vaughn.

The work in this department is designed to acquaint students with the development of the religious consciousness as manifested in the different religions of the world; and to study the principles and history of missions as conducted by the Christian church.

1. Comparative Religions. This course will consider the origin, spread and decay of ancient religions; their doctrines together with their influence on society; their cults and forms of worship; and the superior claims of Christianity to be a universal religion. First semester. Two hours credit. 2:30 (Th. F.)

2. Missions. The purpose of this course is to give the student a comprehensive knowledge of the history and importance of Missions. The great mission fields of the world are considered, together with the work of the different missionary organizations, and the benefits to civilization which are arising therefrom. Second semester. Two hours credit. 2:30 (Th. F.)

VIII. PHYSICAL EDUCATION.

A. Physical Education. Professor Graves and Miss Bailey.

Regular work is given in the gymnasium, which has excellent floor space and adequate equipment. Each student is required to have taken at least two years of physical training before graduation.

Each student undergoes careful physical examination and tests upon entering the department and at the beginning of each semester. Suitable corrective exercises are prescribed for individual cases and anthropometric charts are platted where desired. No student will be allowed to take part in any branch of athletics without a physical examination.

Especial attention is given to outdoor work mainly in the form of football, base ball, and track athletics. In this the effort is made to secure the greatest possible benefit for all students. Classes for basket ball and other gymnastic games are organized and every effort is made to further outdoor sports, such as cross country running and walking, tennis, rowing, swimming, etc.

The usual gymnasium dress is required of women.

Men are required to wear gray Turner trousers, navy blue sleeveless jerseys, and heeless shoes, which may be obtained at the gymnasium at a small cost.

Physical Education for Women.—Training for women is based on the Swedish System of Hygienic and Educational Gymnastics. The aim is to acquire, preserve, and promote health and secure a proper carriage for the body. Every lesson of the two years course, ranging through light and heavy gymnastics, is carefully planned according to the underlying principles of the system.

Physical Education for Men.—Gymnasium work for men is mainly the same as that in use by the Young Men's Christian Associations of North America. It consists of marching, free hand and calisthenic exercises, and hygienic gymnastics. Some work is given in Educational Gymnastics for those who wish it. The intention is to give a two or three years' graded course in gymnasium work. Recreative work is fostered and encouraged in various

forms. Especial attention is given to outdoor work, mainly in the form of football base ball and track athletics. In these the effort is made to secure the greatest possible benefit for men and teams.

1. GYMNASTICS.—Swedish gymnastics, body building, free-hand work and dumbells. Heavy gymnastics: Elementary movements on parallel bars, side and lonog horse, buck, vaulting and horizontal bar, and tumbling. Simple gymnastics, games and contests. Three hours attendance. One hour credit. First semester. 10:20, 11:20 and 1:30 (M. W. F.)

2. GYMNASTICS.—Course 1 continued—wands, Indian clubs and bar bells. Heavy gymnastics: More advanced work on all the heavy gymnastic apparatus. Gymnastic and athletic games and contests. Three hours attendance. One hour credit. Second semester. 10:20, 11:20 and 1:30 (M. W. F.)

3. GYMNASTICS.—Advanced light and heavy gymnastics for those who have had 1 and 2 or the equivalent. Two hours attendance. One hour credit. First semester. 10:20 and 11:20 (Tu. Th.)

4. GYMNASTICS.—Course 3 continued, being one more advanced. Two hours attendance. One hour credit. Second semester. 10:20 and 11:20 (Tu. Th.)

B. Music. Professors Harper, Buell, and Silvester.

The importance of the study of Music as an element of general culture is being more and more recognized. This is especially true of the understanding of it in its aesthetic aspects. A study of music in which the student is given a clear grasp of the fundamental principles underlying the Art, and the knowledge of the history of its development is

becoming more and more recognized as a proper subject for college credit at Lawrence. Seven hours of work taken in the Conservatory of Music under the regulations there exacted may be counted towards the bacheror's degree. A special tuition is charged for these courses. The following indicates the work for which credit is given.

1. History of Music. This course will consist of a study of music among the more oriental nations, the Greeks and Romans, the development of church music, the French, Netherland and Italian schools, from 1000 to 1500 A. D., the genius epoch of the German school, modern music in Germany, France, Russia, and America.

2. Theory of Music. This course embraces Harmony, Counterpoint and Fuge, Harmonie and Formal Analysis of standard compositions, Ear-training, Orchestration and Composition.

3. Advanced Harmony. Harmonization of Chorals, Remote modulations. Unprepared and unresolved Dessonances, etc.

4. Instrumental Analysis and Composition. This course will consist of advanced work in the technical materials of piano-playing; an analysis in the classics, including the work of Bach, Hayden, Mozart, and Beethoven; and finally the study of modern compositions of all schools, including the great modern concertos.

5. Vocal Composition. This course consists of advanced work in the study of the technique and tone development of the voice. The songs of different lands, and the recitative and aria of the great oratorios and operas are carefully studied.

C. Art. Mrs. Bottensek and Miss Baker.

In recent years there has been a great increase of in-

terest in art in our entire educational system. Not only has drawing been quite universally introduced into the common schools, but it is a required entrance condition to most schools of architecture, and to some schools of Mines, Chemistry and Engineering. Its value for general culture is also universally admitted. Students are permitted to elect seven hours in the more advanced work in the Department of Art and have it count toward the bachelor's degree. For this work tuition must be paid as specified for art work. Election from the following courses is allowed.

1. History of Art. This course is of special value to all who desire to study art, whether for practical or professional purposes. It deals chiefly with the development of sculpture and painting. Each style is studied by itself, and the great art periods, as well as the principal schools are carefully discussed. Illustrative material is freely used. This course is given by Professor Corkhill. Two hours credit. First Semester. Tu. (3:30-5:30).

2. Advanced Drawing. Drawing and shading from casts, still life, and natural objects, pen drawing and perspective constitute the work in this course.

3. Painting. This includes work in oil and water color, painting from studies, still life, and nature, and landscape painting in oil and water colors from nature, embracing aerial perspective and composition.

4. Public School Drawing. This course gives instruction in the methods of teaching drawing in the public schools, and a discussion of popular systems, together with such special exercises as are most valuable for the purpose specified.

SCHOOL OF EXPRESSION

FACULTY.

Samuel Plantz, President of the College.

John Seaman Garns, Director of School of Expression.

Josephine M. Retz-Garns, Instructor in Harmonic Gymnastics and Voice Culture.

Emma Kate Corkhill, Professor of English Literature.

May Esther Carter, Associate Professor of Literature.

Otho Peari Fairfield, Professor of Rhetoric.

Margaret Lewis Bailey, Physical Training for Women.

Eliot Varnum Graves, Physical Training for Men.

THE PURPOSE.

The aim of the Lawrence School of Expression is to offer adequate training in the arts of Oratory, Public Reading, Impersonation, and Dramatic Representation.

In Oratory it endeavors to guide a man to more than the mere manner of the orator; it would help him to clarify and give form to his message. It aims to produce Public Readers who are entertainers, and more—who can give adequate expression to the best in literature. It would help the Impersonator and the Actor to catch the very essence of

character, and furnish him a means for its suggestive revelation.

The subject as it is here taught is not an accomplishment merely. It lays hold upon and develops the imagination, trains the intellect to grasp more keenly (in order to give again), recognizes the emotional nature as the motive force in all life, and endeavors to make mind, voice and body responsive to the soul.

THE METHOD.

Expression has been defined as a presentation of truth by personality. Following this emphasis of the element of personality the training of the Lawrence School of Expression very naturally divides itself into five progressive phases:

1. The awakening of the man himself—the stimulation of his desire to express, and the cultivation of his sensibilities.

2. Such a preparation of the body for expressional activity as will make it a sensitive instrument responsive to every passing shade of thought and feeling.

3. The acquirement of an expressive language of both body and voice, that all shades of thought and feeling may be adequately revealed.

4. The getting of the "truth" to be expressed by touch with the best thought of the ages, and by repeated endeavor to formulate and give it expression.

5. The unifying of body, mind and emotional nature in the expressive act, that expression may be wholly spontaneous and free.

THE COURSE OF STUDY.

First Year.

FIRST SEMESTER (EACH WEEK).

		Hours
1.	Expression Physical Culture	2
2.	Voice Placing and the Elements of Speech	2
3.	Elements of Acting	1
4.	Principles of Vocal Expression	2
5.	Public Reading and Personal Criticism	2
6.	Problems in Expression	1
7.	Rhetoric (College)	3
8.	Shakespeare, or Tennyson (College)	2
9.	Elective (College)	2

SECOND SEMESTER.

		Hours
1.	Elements of Pantomime	2
2.	Vocal Technique	2
3.	Dramatic Work	1
4.	Literary Forms and their Vocal Expression	2
5.	Public Reading and Personal Criticism	2
6.	Problems in Expression	1
7.	Rhetoric (Continued)	3
8.	The Romantic Movement in Literature	3
9.	Elective	2

Note.—Other subjects may be elected from the college curriculum but it is not thought advisable to carry more work during the first year than is here outlined.

Second Year.

FIRST SEMESTER.

		Hours
1.	Vocal Technique, Response to Emotion	2
2.	Advanced Pantomime and Gesture	2
3.	Development of Imagination in Expression	2
4.	Impersonation	1
5.	Personal Criticism in Public Reading	2
6.	Methods in Teaching	2

7. Oratory and Extemporaneous Speaking..... 2
8. The Short Story (College)..... 2
9. Psychology (College) 3

SECOND SEMESTER.

Hours

1. Speech Form and Articulation..... 2
2. Advanced Pantomime (Continued)..... 2
3. Dramatic Instinct 2
4. The Monologue and Its Characterization..... 1
5. Personal Criticism in Public Reading..... 2
6. Oratory (Continued) 2
7. Education of the Central Nervous System..... 2
8. The Novel (College)..... 2
9. Elective 3

Third Year.

FIRST SEMESTER.

Hours

1. Vocal Resonance and Emotional Coloring..... 2
2. Pantomime of the Platform Arts..... 2
3. Problems in Expression..... 2
4. Browning, and the Dramatic Monologue..... 2
5. Personal Criticism, and Private Lessons..... 2
6. Advanced Platform Interpretations..... 4
7. Elective (College) 6

SECOND SEMESTER.

Hours

1. Vocal Resonance (Continued)..... 2
2. Advanced Dramatic Action..... 2
3. Problems in Expression..... 2
4. Vocal Interpretation of the Bible..... 2
5. Personal Criticism 2
6. Philosophy of Expression..... 1
7. Platform Interpretations (Continued)..... 4
8. Elective (College) 6

THE TRAINING OF THE BODY.

The courses which have as their object the training of the body are arranged progressively and should be taken in the order of their development. They aim first to remove all constriction and self-consciousness. Next, the endeavor is to stimulate the desire to express that action must result. Under suggestion and criticism this action, crude at first, gradually becomes significant pantomime, till little by little, all the physical agents of expression are furnished, each with its vocabulary of expressive actions. No gesture is ever suggested or imposed upon the student from without until the expressive impulse has first been stimulated.

COURSES.

Course I.	Expressive Physical Culture.
Course II.	Elements of Pantomime.
Course III.	Advanced Pantomine Gesture.
Course IV.	Pantomime of the Platform Arts.
Course V.	Dramatic Action.

THE TRAINING OF THE VOICE.

The vocal work naturally divides itself into two parts. There is one group of courses in Voice Training and another in Vocal Expression. Under group one, correct breathing is established, the tone passage is freed from constriction, correct tone production gradually made habitual, and the voice rendered resonant and sensitive to the colorings of emotion. In the courses of group two attention is directed to the matter to be expressed. By deepening the student's grasp of his subject matter, and by stimulating his desire to express, vocal response is secured in correct "speech tunes," pause, stress and movement. By deepening his appreciation of its emotional values, voice colorings are stimulated.

COURSES.

Group One.

Course I. Voice Production.
Course II. Elements of Speech.
Course III. Vocal Response to Emotion.
Course IV. Vocal Resonance.

Group Two.

Course I. Vocal Expression of Simple Ideas.
Course II. Imagination and Vocal Response.
Course III. Literary Forms and their Vocal Expression.

THE MATTER.

"One-sideness" is the chief danger of the technical training. The weakness of the isolated school of oratory has been that while the student acquired some technical skill in expression he had nothing in particular to express. He had no thoughts of his own and no knowledge of the great literature which he was prepared to interpret.

A thorough knowledge of the great literature of at least his own language, is absolutely essential to the student of expression. To the accomplishment of this end the Lawrence School of Expression offers him unusual advantages in a thorough college training in literature.

COURSES.

Course I. Shakespeare.
Course II. The Short Story.
Course III. The Novel.
Course IV. Lowell or Tennyson.
Course V. The Romantic Movement.
Course VI. Browning or Emerson.

LITERARY INTERPRETATION.

The courses in literature offered in the School of Expression divide themselves into two classes, each necessary and complimentary to the other. There are those courses which give attention to the author and his work after the most approved college methods, special emphasis, however, being laid upon the spiritual element in literature. The other courses are intensive rather than extensive in their method and require as a test of the student's appreciation of the spirit of literature its vocal expression.

Following this latter intensive method the student is required to do much original work in preparation for "Authors' Evenings" to be used in public recital. He must not only know the author's life and something of the conditions under which the literature which he is to interpret came into being, that he is made to realize that he has no right to attempt to interpret the inner spirit of great literature until he has thoroughly assimilated it himself, until he can make the very spirit of the dead page live again in the languages of voice and body. He must not only know about literature—he must live it.

CREATIVE EXPRESSION.

Throughout all the courses emphasis is laid upon originality of thought and its value in the interpretation of literature. Good reading is as truly a creative act as good writing.

But in the more distinctly constructive fields of Rhetoric, Oratory and Debate, thorough training is offered. Beginning with simple conversations and themes on subjects of interest to the student, he is gradually taught to adapt his discourse to his audience, and to the end he wishes to attain; to "think out into language" with ef-

fectiveness and elegance; and to speak his thoughts with ease before an audience.

COURSES.

Course 1. Rhetoric and Composition.
Course II. Extemporaneous Speaking.
Course III. Oratorical Composition.
Course IV. Literary Interpretations.
Course V. Debate.

PUBLIC READING.

The purpose of the courses in Public Reading is to prepare the student to appreciate and interpret the best in literature, and to so interpret it that it may be source of real entertainment and profit to an audience. There is an art of the entertainer and a more serious art of the interpreter of literature. In both these phases of platform art the student receives thorough drill.

Two classes per week are devoted to this work throughout the whole course. Private drill and criticism supplement the class-room work. The public and private recitals by the School of Expression students give opportunity to put all theory into practice before an audience.

COURSES.

Course I. Public Reading and Personal Criticism.
Course II. Platform Technique.
Course III. Problems in Expression.
Course IV. Literary Masterpieces.
Course V. Literary Forms and Vocal Expression.

IMPERSONATION AND DRAMATIC ART.

Impersonations.—This is the art of character por-

trayal. It is the art which enables one person to create for the minds of an audience one or many characters; to make them live and speak, each in his own vernacular; to keep the illustration perfect while they interact upon each other in the intricacies of a play. Students are trained first in the delineation of single types of character. Then they are taught to portray simple scenes in which two or three characters take part. Finally each student is encouraged to choose a play or to dramatize a novel, and give this effective representation.

Dramatic Art.—In addition to the courses outlined above much time is spent in actual stage training;—how to study a play, how to study a character part, and in detail much of the art of acting from the simplest discovery and transition to the revelation of the deepest passions of the soul.

COURSES.

Course I.	Elements of Characterization.
Course II.	Elements of Dramatic Action.
Course III.	Impersonation and the Monologue.
Course IV.	Advanced Dramatic Action.

PUBLIC RECITALS.

No amount of class drill nor of private rehearsal will give one ease and self-possession on the platform. This can only come through actual experience before an audience. The School of Expression offers this practical experience in its public recitals.

Until the student gains some degree of confidence he is allowed to appear at the semi-public recitals only. Then as he gains in ease and assurance he comes on at the monthly public recitals. The preparation for the programs to be

given in public is made after the manner outlined under "Literary Interpretation." This method allows the student to become so thoroughly immersed in the atmosphere of the author and his creations that stage fright is soon forgotten in a desire to give his message.

PERSONAL ATTENTION AND PRIVATE LESSONS.

Each student is a new problem. He has difficulties to overcome and faults to correct which are peculiar to himself. Many of these faults find their best correction in the drill classes where the student is not likely to be self-conscious. Others, more subtle or more stubborn, must be given individual attention privately. This help is given to each one without stint according to his need.

Furthermore a student comes to his own, not by imitation of someone else, nor by learning peculiarities and mannerisms supposed to be "correct." He will attain success only through the development and expression of his own individuality, his own deeper selfhood. This requires personal encouragement and attention, that the student may be stimulated to express his more fundamental desires and impulses.

To this end each student is given free private work every week and such individual help and encouragement as a deep personal interest on the part of the instructors may dictate.

THE EXPRESSION CLUB.

All students taking work in the School of Expression are eligible to membership in the Expression Club. The club has a three-fold purpose;—to do literary and dramatic work, to promote social fellowship among the students, and to enable its members to gain some degree of ease and

poise in social intercourse. Three meetings in the month are devoted to literary and dramatic program work and a fourth to a social evening. For each of these social meetings different members are appointed to act as host and hostess, thus enabling them to gain that self-possession and poise so valuable to people in public life.

LIBRARIES AND LECTURES.

The School of Expression has an excellent reference library which is being added to from time to time. The students also have access to the College Library and to the Appleton Free Public Library. Two regular lecture courses have been established in the city, which offer the opportunity to hear the greatest lectures and artists of the day. In addition, special courses of lectures are given at the college.

INSTRUCTION—TIME REQUIRED.

Ten or twelve hours of regular class work and one private lesson per week in the School of Expression, and from five to eight hours per week in the college are assigned to first year students each semester. Twelve hours of regular class work per week in the School of Expression, and from five to eight hours per week in the college are assigned to second year students each semester. Third year students are assigned fourteen hours regular work, four to eight hours of review work, normal work in teaching with practical school-room experience in the Appleton city schools, and seventy-two private lessons during the year.

DEGREES AND DIPLOMAS.

The degree of Bachelor of Oratory or Bachelor of Expression will be given to all students satisfactorily com-

pleting the required work in the "College of Liberal Arts Course."

A "Teachers" or "Platform Artist's" Diploma will be given to all students satisfactorily completing the required three years' work in the above named courses.

A "General Culture" Diploma will be given to all students satisfactorily completing the two years' work required in the General Culture Course.

THE COST OF INSTRUCTION.

The cost of tuition in all other schools of equal rank is $150 for two fifteen week semesters. Tuition here for two eighteen week semesters:

Regular Students.

First year—ten class hours—per semester	$30.00
Whole first year (if paid in advance)	55.00
Second year—twelve class hours—per semester	40.00
Whole second year (in advance)	75.00
Regular university studies, per semester hour	1.25
Gymnasium fee, per semester	1.50
Library fee, per semester	1.00
Graduating fee, any course	10.00

Irregular Students.

Any class, per semester hour	$ 4.00
Five or more hours, per semester hour	3.50

Private Lesson Fees.

WITH MR. GARNS.

Single lesson (thirty minutes)	$ 1.00
Course of ten lessons	9.00

WITH MRS. GARNS.

Single lesson (thirty minutes)	.75
Course of ten lessons	6.00

WITH MISS CANAVAN.

Single lesson (thirty minutes)	.50
Course of ten lessons	4.50

LAWRENCE CONSERVATORY OF MUSIC

FACULTY.

Samuel Plantz, LL. D., President.
William Harper, Director and Teacher of Voice.
Adams Buell, Piano.
John Silvester, Organ, Harmony, Theory.
Mrs. Harriet Albee, Violin.
Katharine Reeve, Voice.
Mrs. Lydia Dunn, Voice.
Winifred Bright, Piano.
Mildred Faville, Public School Music.
Mamie Nelson, Piano.

FORE-WORD.

The affinity existing between letters and the arts naturally suggests the college as the place where the two may be studied side by side. The Lawrence Conservatory of Music, therefore, is especially fortunate, because it is intimately associated with Lawrence College, and enjoys all its social, religious and intellectual advantages. To this center young people come every year to avail themselves of its courses of study. Here the systematic arrangement of practice, the regular hours, and the stimulus of a musical atmosphere, are conducive to good work and corresponding achievements. The general plan of the school is similar to that of the best conservatories. It aims at the production of intelligent

musicians of liberal culture in the various departments of musical activity.

As the course of study laid down in colleges and seminaries of learning is not intended to give a knowledge of any one branch alone, but, by combining the study of language with that of mathematics, natural sciences, history, etc., to secure to the student such an intellectual development as will form a substantial basis for future attainments, so in the conservatory the course has been planned with reference to securing that symmetrical development of the musical faculties which is essential to the true musician, whether teacher or virtuoso.

With exceptionally fine equipments, and with a corps of efficient teachers, who give their entire time to the school, the Lawrence Conservatory of Music has taken a leading position in higher musical education, and looks forward to enlarged opportunities, and to a still more successful career.

HISTORICAL.

The Lawrence Conservatory of Music is an outgrowth of musical work which, for over fifty years, has been carried on in connection with the work of Lawrence College. Three years ago the trustees purchased a building which was rebuilt and equipped for a conservatory, and raised the work into the dignity of a department. While the school is new, it has already attracted wide attention, and is growing rapidly into one of the strong conservatories of the middle west. The exceptionally strong faculty that has been brought together, and the strong courses which have been developed, together with the large field from which patronage can be drawn with no competing institution, makes it certain that the success already attained will be steadily continued.

MUSIC HALL.

The building occupied by the conservatory is excellently adapted to the purpose for which it is used. It is commodious, heated with steam, lighted with electricity, and conveniently located. The studios of the teachers are very attractive, and the arrangement is such that recitals can be given for the benefit of the students and public without going to the halls in the other buildings. There are a sufficient number of excellent practice rooms. The building is both attractive in appearance, and excellent in arrangement.

EQUIPMENT.

The conservatory, as above stated, possesses a large building, splendidly adapted to its purposes. The studios are large, well lighted, and with high ceilings. The practice rooms are all in the building. This arrangement is doubly advantageous in enabling the conservatory to have a closer supervision over the work of its students, and in providing for the students themselves a place where they may work free from the fear of disturbing others or of being disturbed themselves, and thus enabling them to concentrate their entire attention upon their practice.

Nine new pianos were added to the equipment of the conservatory last year. Of these one is a Steinway grand for Mr. Adams-Buell's studio. Of the remaining, six are upright Conover pianos, made by the Cable Company of Chicago, and one a Wesley, which will be used as practice pianos by conservatory students. The conservatory realizes that good results in piano playing are practically impossible if the practice must be done on inferior instruments. The best instruction demands the best equipment as its natural corollary. The Steinway grand is of course unsurpassed by any grand of any other make. The Conover up-

rights are among the best of high grade pianos, and in clearness of scale, quality and flexibility of tone, and elasticity of touch will satisfy the most exacting taste. An excellent Liszt organ is provided for lessons and practice, and a pedal piano is also available for supplementary organ practice. The equipment of the Lawrence Conservatory will compare very favorably with that of any conservatory in the country.

SPECIAL ADVANTAGES.

Students' Recitals.

One of the most important incidental advantages of the conservatory is the semi-monthly recitals, at which students perform such pieces as may be assigned by their teachers, for the purpose of giving them self-control and ease in public appearance.

Lawrence Conservatory Artist Series.

Not less important than class-room instruction is the opportunity of hearing good music rendered by artists of superior ability. To afford students this opportunity, a regular series of recitals is given each term, the best artists available being secured. To these recitals all students in the conservatory are admitted without expense beyond the fee of $1.00, which is charged in the term bill.

RELIGIOUS INFLUENCES.

It has always been the aim of Lawrence College so to adjust the work of the student that intellectual training and religious culture may go hand in hand.

True Christian manhood and womanhood is the ideal that we cherish for musicians, and although we cannot undertake to give special religious training in the conserva-

tory, yet it is our purpose to throw around our students such safeguards as we can, and to give them such moral assistance as it may be in our power to render.

A Young Men's Christian Association, and a Young Women's Christian Association, are maintained by the students.

REGULATIONS.

Students are under the regular college discipline. The regulations are few and simple, appealing to the student's self-respect and personal responsibility.

Students wishing to enter the conservatory must register with and pay their fee to the director of the conservatory. They may be examined to test their knowledge and assigned by the director to their respective instructors and classes. Students may, however, register for lessons with any instructor.

Students may enter at any date, but cannot enroll for less than one term.

Fees will not be refunded, nor will the length of the term be extended on account of temporary absence. Absence from lessons caused by prolonged illness, provided due notice is given to the director and a doctor's certificate presented, may be allowed for.

No business matters can be arranged through the instructors, but must be transacted through the office.

Any lesson missed in consequence of the instructor's absence will be made up at the mutual convenience of instructor and pupil.

Notices on the bulletin board are official, and students are requested to pay due attention to such as may be posted there.

No change in course or teacher can be made without first obtaining the written consent of the director.

All tuition is payable at time of registration. No deviation from this rule will be permitted unless the pupil, parent or guardian makes application to the director for an extension of time.

Although it is not compulsory, it is advisable that students take two lessons per week.

Dissatisfaction on the part of any student should be reported at once to the director.

The director has the right to refuse or cancel at any time the registration of any individual whose presence in the conservatory may appear to be detrimental to its interests.

All sheet music must be paid for when received. It will be furnished to all students at the regular teachers' rate. Students are not obliged to purchase their sheet music at the conservatory.

Students leaving before the completion of the time for which they have registered will not be entitled to a refund of any of the money paid in advance for tuition.

For further particulars in regard to the conservatory, address William Harper, director.

For information concerning the college, address Dr. Samuel Plantz, president.

LITERARY ADVANTAGES.

The connection of the conservatory with an institution of learning of the acknowledged superiority of Lawrence College affords unusual advantages for the pursuit of literary studies in connection with music.

The teachers, both in the conservatory and in the college, will be glad at any time to confer with the student, and assist them in planning a systematic and helpful course, adapted to their individual requirements, and to

the time at their disposal. Conservatory students are recommended, as far as practicable, to avail themselves of these privileges, that they may secure symmetry and breadth of culture, as well as the ability to use their musical powers to the best advantage.

CLUBS AND MUSICAL SOCIETIES.

There are various musical organizations connected with the conservatory and college which are open to students. The Boys' Glee Club is an organization favorably known throughout Wisconsin. It is composed of between twenty and thirty voices, and gives musical entertainments in the various cities of the state. The Girls' Glee Club is a similar organization, and equally successful and popular. Both are drilled by the director. There is also an orchestra of nearly twenty pieces, and a college band. The Boys' Glee Club, besides doing concert work, is employed the present year to provide music for one of the principal churches. In other years there has been a mandolin club, but this is for the present suspended, although it will probably soon be revived.

THE ADVANTAGE OF COLLEGE INSTRUCTION.

That there is a great advantage in college over private instruction is manifest. There are a number of reasons for the fact that the most satisfactory results are accomplished by teachers in colleges. Students are required to attend lessons regularly, teachers have no business matters to occupy their time and can concentrate their full attention and entire energy on the musical education of their pupils. In a school of musical learning, properly conducted, the student is afforded every inducement which private instruction can possibly offer with innumerable important advantages in addition. In a college are the great number

of students industriously and earnestly working, intent upon attaining the highest proficiency in their chosen branches of study, the exchange of ideas, the many lectures, concerts, recitals, etc., and all those things which go to create a musical atmosphere, which is invaluable to the pupil. Only in a college can proper attention be given to such branches of study as harmony, composition, science of music, history of music, and kindred subjects which are essential to a thorough musical training.

These facts apply as much to pupils who desire a knowledge of any branch or branches of music merely as an accomplishment, as to those who will make music a profession. To the latter, the opportunity offered in the college for public appearances is an important consideration.

BEGINNERS.

The conservatory is always pleased to accept beginners and those not far advanced, as they possess but few or none of the erroneous ideas and bad habits of performance which are so easily formed by incorrect teaching or careless practice, and which prove in many cases almost insurmountable obstacles to high cultivation. They receive more readily the correct fundamental principles, and can, as a rule, make steady and rapid progress.

DEGREE AND CERTIFICATES.

The degree of Bachelor of Music is conferred upon those who have completed the courses extending through periods of four and five years, and have done a certain amount of literary work. The literary work is the same as that required for admission to the College of Liberal Arts together with sixty hours chosen from the studies in the college and approved by the faculty. A two years' course in

Harmony, History of Music and Analysis is required of all graduates in music. Classes in Harmony, Analysis and Musical History are formed each semester, conducted by the director of music. Any student completing the musical work without the literary will receive a certificate for the same.

THE REGULAR CONSERVATORY YEAR CONSISTS OF FOUR TERMS OF NINE WEEKS EACH.

First term begins Thursday, September 17, 1908, to Wednesday, November 18, 1908.

Second term begins Thursday, November 19, 1908, to Wednesday, February 3, 1909.

Third term begins Thursday, February 4, 1909, to Wednesday, April 14, 1909.

Fourth term begins Thursday, April 15, 1909, to Wednesday, June 15, 1909.

VACATIONS.

A vacation of two weeks occurs between December 23, 1908, and January 6, 1909; one week between March 16 and 23, 1909, when all work in the conservatory is suspended; also on Thanksgiving Day, Washington's Birthday and Memorial Day.

COURSES OF STUDY.

It being the object of the Lawrence Conservatory of Music to educate the student upon a well-regulated and scientific plan, the course of study has been divided into four departments. These departments are as follows:

I. The Preparatory.
II. The Academic.

III. The Normal (Teachers' Certificate).
IV. The Collegiate (Graduating).

Students wishing to enter upon the study of music as an accomplishment only are not required to take up a specified course, and lessons, both private and in class, may be engaged without entailing the regular course examination. Such pupils are entitled to all the free advantages of the conservatory and to "certificates of proficiency," but not to its diplomas nor teachers' certificates.

PIANO.

Preparatory Course.

Elements of pianoforte playing, including hand culture, touch, notation, together with melody construction, rhythm study, elementary harmony, ear training. Instruction books used according to individual needs. A limited number of etudes by representative composers; sonatinas and rondos by Clementi, Kuhlau, Reinecke, Gurlitt, and others; smaller compositions by Handel, Bach, Mozart, Beethoven, and others; easiest sonatas of Haydn and Mozart; selections from easier works of Schumann, Grieg, Kullak, Reinecke, and others.

Academic Course.

Further development of technique, including major and minor scales in various forms, chords, arpeggios, octaves, etc. A limited number of etudes from the best authors, such as Heller, Foote, Krause, Czerny, Cramer; preludes, two part inventions, dance forms of J. S. Bach; sonatas by Haydn, Mozart and others; easier sonatas of Beethoven; easier compositions by Mendelssohn, Schubert, Schumann, Chopin, Grieg, Raff, and others.

Teachers' Certificate Course.

The Teachers' Course requires the completion of the

Academic Course and one grade of the Collegiate Course. In this is included the following: Selections from the two and three part inventions of Bach; selections from Cramer etudes and Czerny, op. 740; sonatas of Beethoven of moderate difficulty, and further study of the modern composers, such as Mendelssohn, Chopin, Schumann, Grieg, Liszt and others.

Collegiate Course.

Selections from suites of Bach and Handel; well tempered clavichord by Bach; a limited number of etudes by Clementi, Czerny, Liszt, Chopin, and others; the more difficult sonatas of Beethoven; solo works of Weber, Mendelssohn, Chopin, Schumann, Liszt, Schubert, Rubinstein, Grieg, Brahms, and others; piano concertos by the best composers and some chamber music.

SINGING.

Preparatory and Academic Course.

The course of instruction is based on the Italian school of training the voice. The fundamental principle of the old Italian teachers was to poise the voice that every tone was pure in quality and produced with perfect ease. From this comes the even scale; the range; the power to sustain, and the agility, all of which combined form the bel canto, or beautiful singing. Explanations of the mechanism of the voice; correct breathing; chest development; proper position in singing; stage presence.

Special attention is paid to the needs of each individual, with exercises and studies carefully selected according to the requirements of each voice.

The study of interpretation of songs and ballads chosen from the best of the German, Italian, French, English,

and American schools, with strict attention to phrasing, enunciation and rhythm.

Teachers' Certificate and Collegiate Course.

More difficult studies in vocal technique, both in sustained singing and in literature. Artistic interpretation of songs of the classic literature of all schools.

THE OPERA.—Study of the recitative and aria from the works of Gluck, Mozart, Rossini, Donizetti, Bellini, Verdi, Von Weber, Gounod, Bizet, Massenet, Wagner, and others.

THE ORATORIO.—Bach, Handel, Haydn, Beethoven, Mendelssohn, Arthur Sullivan, Parker, Chadwick, and others.

Students sufficiently advanced give concert and song recitals to prepare themselves thoroughly for public singing.

VIOLIN.

Preparatory Course.

Violin schools by Ries and Mettner; gymnastics by Leonard; studies and exercises by Kayser, Mazas, Kreutzer, Fiorilla, etc.; by Jacoby, Dancla, Sitt, De Beriot, Weidig, etc.

Academic and Teachers' Certificate Course.

Studies by Locatelli, Rode, Dont, Schradiek-Alard; sonatas by Tartini, Nardini, Vivaldi, and Bach; concertos by Viotti, Rode, Kreutzer, De Beriot, and others.

Collegiate Course.

Caprices by Paganini; sonatas by Bach; studies by Abel, Wieniawski; concertos and miscellaneous compositions by Spohr, Wieniawski, Vieuxtemps, Mendelssohn, Bruch, Dvorak, Beethoven, Brahms, Joachim, and others.

ORGAN.

Preparatory Course.

Instruction books according to individual needs: Rink-Best organ schools, Schneider-Allen exercises in pedal playing. Elements of organ playing, touch, etc. Study of organ-registers. Easy pieces by Merkel, Fischer, Guilmant, Dubois, etc. Hymn playing.

Academic and Teachers' Certificate Course.

Buck, choir accompaniment. Buck, pedal phrasing studies. Bach, little preludes and fugues. Mendelssohn, preludes and fugues. Solo compositions of moderate difficulty of the classical and modern school.

Collegiate Course.

The larger works of Bach, Mendelssohn, Rheinberger, Guilmant, and others. Accompaniment of oratorios and masses.

HARMONY, COUNTERPOINT, FUGUE, COMPOSITION, ORCHESTRATION.

Academic and Teachers' Certificate Course.

The academic course comprises the study of Harmony and its application to practical uses.

The old figured bass method of instruction has been long since discarded, and in its place is substituted the harmonization of melodies, baed upon a thorough comprehension of the proper construction and junction of all chords. All possible harmonic combinations, from the simplest to the most intricate, are carefully analyzed and the student is thoroughly drilled in their many and various uses.

Collegiate Course.

This course involves the study of Counterpoint and Composition. Counterpoint is the natural successor of

Harmony, and teaches the employment of independent melody in any part on a thoroughly comprehensive harmonic basis. It comprises simple and double counterpoint, canon and fugue.

Compoition deals with the construction of the various musical forms and the application—in an inventive manner—of the knowledge heretofore acquired. This is the objective point of all study of musical theory.

Upon completion of the collegiate course the student is graduated and accorded a diploma.

It is impossible to set down any list of studies to be strictly adhered to, as the needs of the individual pupil must be consulted, and the studies varied accordingly. Moreover, new works are constantly being published. These are carefully examined by the director and those of value are used in the college course. However, an idea of the work covered in the different classes may be obtained from the above.

METHODS OF TEACHING MUSIC IN PUBLIC SCHOOLS.

In the Primary Grades:

Recreation and rote songs best adapted for children.

Treatment of monotones.

Intermediate Grades:

Problems of melody and rhythm and the best time to present these subjects. Proportion of exercises and songs.

Chronatics and minor mode.

Grammar Grades:

Part songs. Modulation. Bass clef.

The High School:

Codas and choruses best adapted.

How to teach in high schools where music has never been taught before.

How to teach individual pupils who have had no previous training in music.

FOR COLLEGE STUDENTS.

Students taking work in the conservatory will, upon the recommendation of the director of the conservatory, be allowed college credits. Such students will be subject in their work to all the regulations which apply to the college courses.

ORMSBY ANNEX.

Ormsby Annex is designed to furnish a convenient and attractive home for young women in attendance at the college and conservatory.

All non-resident women are required to make their home at the annex, unless permission to live elsewhere is granted. This permission must be secured before other arrangements are made, and a certificate showing such permission must be presented at time of registration. The importance of residence in the annex is strongly urged upon the attention of all young women and their parents.

Ormsby Annex and Lawrence House are commodious buildings and in easy access to the conservatory. The buildings are steam-heated, lighted by electricity and well ventilated.

The enforcing of the regulations agreed upon in regard to calls, entertainments, daily exercise, study hours, hours of retiring and other matters affecting the comfort and welfare of students, is entrusted to the Dean of Women, who is to be consulted in all matters pertaining to the social life.

Careful attention is given to the health of students, and the consulting physician is within easy call at all times.

EXPENSES.

Rooms with board are from $3.75 to $4.00 per room per person, two students occupying the same room. A light charge is made for electricity, according to the amount used. It varies from fifteen to twenty-five cents per week. If a student rooms alone 75 cents per week extra is charged.

No room will be assigned to a conservatory student for less than two conservatory terms. Monthly payment in advance for room and board is required.

The price of lessons is being changed somewhat and will be announced in the special catalogue of the Conservatory of Music, which may be obtained by writing to the director.

DEPARTMENT OF ART

Samuel Plantz, Ph. D., D. D., LL. D., President.
Emma Kate Corkhill, A. M., Ph. D., Lecturer on the Theory and History of Art.
Elsie Buck Bottensek, Instructor in Painting.
Aimee Baker, Instructor in Drawing.

GENERAL STATEMENT.

The Department of Art has been organized to meet the needs of students who feel that a general knowledge of art is essential to every truly cultured man and woman, and especially to provide for those who wish to make a profession of art, either as artists, as art critics, or as teachers of art. The courses are, therefore, so planned that they may be pursued while the student is taking other courses in the college, or the student may devote his entire time to the work. Students may enter at the beginning of either semester, and, if they desire individual instruction, may commence the work at any time. Particular attention is given to sketching from nature during the fall and spring months. A thorough course is outlined which students must complete before receiving a diploma. Each person is advanced in the work on the basis of competency rather than limit of time. The department has such equipment as is necessary for thorough training in the courses offered.

SCOPE OF THE WORK.

The scope of the work in this department may be briefly

stated as follows: Drawing both plain and perspective, light and shade, painting, pyrography, and china decorating. Work is also given in the theory and history of the Fine Arts, with special reference to painting.

Practical work is done through all the usual media—pencil, pen and ink, charcoal, crayon, India ink, sepia, water color, mineral colors, and oil.

Composition, drawing, shading and coloring are taught in their due order, and geometric forms, casts, animals, the human figure, and natural landscapes are made chief objects of study. Portrait work is open to those who are prepared to undertake it. Special attention is given to China painting, and a study made of appropriate and decorative designs.

Special attention is given to the preparation of students for teaching drawing in the public schools. The work in this course is thoroughly practical and can be entered upon by beginners in Art, as well as by more advanced students.

Instruction is also given in designing and illustrating with reference to newspaper, magazine, and book work.

COURSE OF STUDY.

The course of study in this department may be completed in four years in connection with college work, three hours of Art work being equivalent to one hour of recitation work. Candidates for the degree of bachelor of Arts in the college of Liberal Arts may elect eight hours in the department of Art. Students who are taking work in the Conservatory of Music may elect fifteen hours in Art and have it count toward the degree of bachelor of Music. Those who wish to devote their entire time to Art can usually complete the work in two years, but ordinary students will require a longer time to acquire independent proficiency in all branches of the course. Diplomas are

given those who complete the course, and also to those who have finished the work arranged for such as desire to teach drawing in the public schools.

Courses are offered in the College of Liberal Arts in mechanical drawing and photography which may be taken by art students who are prepared to enter them. They may also take any other courses in letters which they may desire by consultation with the president.

OUTLINE OF COURSES.

1. History of Art. This study is of special value to all who desire to study art, whether for practical or professional purposes. It deals chiefly with the history of the development of sculpture and painting. Each style is studied by itself, and the great art periods, as well as the principal schools are carefully discussed. Illustrative material is freely used.

2. Elementary Drawing. This work includes drawing in free-hand outlines, embracing form and proportion. Outline drawing of conventional and natural form from flats and models together with study in light and shade and elementary perspective is included.

3. Advanced Drawing. Drawing and shading from casts, still life, and natural objects, pen drawing, and perspective constitute the work in this course.

4. Public School Drawing. This course is especially arranged for those who wish to prepare to supervise drawing in the public schools. In addition to work selected from the courses outlined above discussions are offered on methods of teaching and popular systems of drawing, together with such special exercises as are most valuable for those expecting to teach.

5. Painting. This includes work in oil and water color, painting from studies, still life, and nature, and landscape painting in oil and water colors from nature, embracing aerial perspective and composition.

6. China Painting. Work is offered in china painting and stencil designing and other forms of decorative work.

7. Portraiture. This course includes what is usually done in all kinds of portrait work.

SCHEDULE OF EXPENSES.

Painting in Oil and Water Colors, each semester five hours	$18.00
Drawing, each semester five hours	18.00
Drawing in class, two hours per week each semester	4.00
China Painting, each semester five hours	18.00
Private lessons in any line, per lesson	1.00

All fees must be paid at the office. No student in attendance upon any department of the college will be permitted to take lessons in art from teachers other than those regularly employed in this department.

STUDENTS

GRADUATE.

Brigham, Francis H., (Philosophy and English)	Wausau.
Brooks, Lavern L., (Ethics and Sociology)	Tomahawk.
Crowe, Ethel, (Literature and Rhetoric)	Buchanan, W. Va.
Fuller, Henrietta, (Latin and German)	Appleton.
Harris, Fred W., (Sociology and Religion)	River Falls, Wis.
Hart, Myrtle, (Latin)	Appleton.
Hutton, Percy R., (Sociology and Politics)	Milwaukee.
Knutzen, Lorenz, (Sociology)	Mayville.
McInnis, George K., (Sociology)	Edgerton.
Moyle, Thos. H., (Mathematics and Astronomy)	Appleton.
Paul, J. H., (Sociology and History)	Green Bay.
Rasmussen, Allie, (Literature and History)	Hammond.
Souther, Genevieve, (Latin and German)	Mauston.
Stevens, Harry D., (History and Literature)	Evanston, Ill.
Thorlacius, Anna, (Latin and German)	Union Grove.

Trever, Erna, (Latin)	Antigo.
Witherbee, Lillie Gilbertson, (German)	Galesville.
Wood, Charlotte, (Latin and German)	Appleton.

UNDERGRADUATE.

Senior Class.

Ames, Katherine,	Markesan.
Atkinson, George Edward,	Adams, Neb.
Baer, John Miller, Jr.,	Appleton.
Baker, Mary,	Boardman.
Barrett, Ross,	Jefferson.
Belscamper, Amine,	Lancaster.
Bemis, Sarah Gertrude,	Menasha.
Black, Lorraine Edna,	Green Bay.
Bomier, Cora,	Appleton.
Brigham, Aldis Leonidas,	Bayfield.
Brown, Marguerite Helen,	Appleton.
Bush, Lydian Ursula,	Sparta.
Buchholz, Louise,	Appleton.
Cook, Grant,	Eagle River.
Cornelison, Eben Douglas,	Estelline, S. Dak.
Dach, Frances Stella,	Viroqua.
Day, Alta Josephine,	Hamilton.
Day, Dorothy Ethel,	New London.
Fairfield, Irving Hudson,	Appleton.
Gray, Ruth Isabel,	Oakfield.
Hinderman, Emil,	Marinette.
Ingold, Daisy Thompson,	Appleton.
Irish, Hettie Millman,	Baraboo.
Johnston, Roy Kenneth,	Waldo.
Kranz, Herman Ernest,	Weyauwega.
Lomas, Cora Ellen,	Green Bay.
Mitchell, William Roy,	Argyle.
Moss, Glenn Edgar,	Hudson.
Murrish, Ethel Mary,	Fall River.
Newton, Leslie L.,	Waupun.
Radke, William Fred,	Menomonee Falls.

Reilly, Helen Marguerite,	Appleton.
Sawyer, Bert Allen,	Waupun.
Sawyer, Mary Olive,	Waupun.
Smith, Annie Marie,	River Falls.
Soules, Mollie Roberta,	Waupaca.
Souther, Natalie Ben,	Mauston.
Touton, Hazel,	Edgerton.
Van Keuren, Frank Ray,	Oshkosh.
Waters, Julia Marie,	La Crosse.
Williams, Una,	Necedah.
Wilson, Ruth,	Oshkosh.
Wood, Ethel Campbell,	Appleton.

Junior Class.

Acker, Albert Fred,	Reeseville.
Becker, Lillian Josephine,	Superior.
Bleecker, Vera Eudora,	Waterloo.
Boag, Charles Wesley,	Appleton.
Boland, Benjamin Henry,	Waldo.
Camp, Fanny Belle,	Menomonee Falls.
Cassidy, Victor McKinnon,	Chippewa Falls.
Christensen, Blanche L.,	Necedah.
Churm, Percy Leopold,	Whitewater.
Clark, Ora May,	Belmont.
Clark, Vera Helen,	Augusta.
Colby, Ernest Ray,	Thorpe.
De Witt, Mabel Frances,	Fond du Lac.
Drake, Harvey Stewart,	Juneau.
Drew, Harris Eugene,	Neenah.
Dunning, Bessie Harriet,	Omro.
Elliot, John Lester,	Kilbourn.
Erb, Esther,	Appleton.
Farrington, Cora Belle,	Portage.
Faville, Addie	Lake Mills.
Gillespie, Hallie Mary,	Appleton.
Hahn, Ada Alma,	Jefferson.
Hankinson, Hazel,	Evansville.
Harris, Ethel Ava,	Kilbourn.
Jeffers, Dean H.,	Hunting.
Jenks, Arthur Harry,	Lake Mills.
Jewell, Orlando,	Mineral Point.

Johnson, Gladys Loretta,	Wausau.
Johnson, Lucy Constance,	Appleton.
King, Carroll D.,	Rockford, Ill.
King, Grace Agatha,	Appleton.
Kurschner, Laura,	Barron.
Leutsker, Alice Theodora,	Wittenberg.
Lewis, Howard Thompson,	Oshkosh.
Marsh, Roland Osborne,	Antigo.
Meloney, Ella Lydia,	Williams, Minn.
Owen, Jessie Louise,	Milton Junction.
Parry, Anna Elizabeth,	Kenosha.
Paterson, Jean Rosamond,	Appleton.
Peck, Olive Richards,	Chicago, Ill.
Perry, Ida Nellie,	Milwaukee.
Plantz, Elsie Content,	Appleton.
Poppe, Frederick William,	Appleton.
Pryce, Claire Corinne,	Milton Junction.
Ranous, Lyell Adelaide,	Green Bay.
Richardson, Dorothy,	Menasha.
Saemann, Jesse Charles,	Adell.
Sawyer, Elva Jane,	Waupun.
Schumacher, Beatrice Elizabeth,	Appleton.
Smith, Bessie Ethel,	Green Bay.
Smith, Williard Malallieu,	Port Washington.
Smithies, Elsie May,	Wausau.
Stroud, Elise Marie,	Oshkosh.
Van Zandt, Lucretia Ellen,	Sparta.
White, Richard Jeriel,	Princeton, Ill.
Winkie, Alice Erna,	Portage.
Wolcott, Ina Belle,	Chicago, Ill.
Zuehlke, Walter Webster,	Hortonville.

Sophomore Class.

Achtenberg, Carl Albert,	Rice Lake.
Alderson, Flossie,	Fennimore.
Alexander, Russell Henry,	Oroville, Cal.
Andrews, Gladys Mae,	Green Bay.
Baldauf, Will Amos,	Weyauwega.
Bass, Everetta Ethel,	Montello.
Bedwell, Charles William,	West De Pere.

Berridge, Pearl Millicent,	Rockford, Ill.
Beyer, Charles,	Green Bay.
Biederman, Carolyn,	Edgerton.
Bleecker, Harrie Lyell,	Appleton.
Brothers, Vera Lillian,	Menomonie.
Cass, Hazel Virginia,	Viroqua.
Clare, Maurice Amer,	Spokane, Wash.
Danielson, George Norman,	Appleton.
Diekvoss, Benjamin John,	Forest Junction.
Emerson, Evelyn Belletta,	Chippewa Falls.
Fadner, Henry Raymond,	Appleton.
Gericke, Edna,	Lake Mills.
Gile, Earl Gordon,	Milwaukee.
Goetsch, Edith Verne,	Juneau.
Grane, Olga Benida,	Stoughton.
Greenman, John W.,	Rome, Italy.
Hall, Marjorie Theresa,	Antigo.
Hall, Mattie Edith,	Viroqua.
Harness, Robert Walter,	Neenah.
Houghton, Harry Abner,	Milwaukee.
Hurd, Wilma Emma,	Edgerton.
Hutchinson, Margaret Mary,	Necedah.
Jackson, Everett G.,	Cuba.
Jochinsen, John Peter,	Chilton.
Jury, Ruby Leonore,	Brodhead.
Karnopp, George F.,	Almond.
Keeley, Mary Claire,	Hudson.
Keller, Bessie,	Edgerton.
Kendall, John Truman,	Viroqua.
Kidder, Ray N.,	Milton Junction.
King, Forest Volney,	Redwood Falls, Minn.
Koehler, Arthur,	Mishicot.
Krause, Ralph Edwin,	Antigo.
Krentz, Gladys Louise,	Westfield.
Kumlien, Wendell,	Fort Atkinson.
Lewis, Mrs. Cora Cole,	Appleton.
Lewis, Melvina Cora,	Appleton.
Lewis, Wilfred Carl,	Appleton.
Lindberg, Edward Alfred,	Kaukauna.
Little, Arthur William,	New Richmond.

Lomas, Emma Priscilla,	Green Bay.
Lundy, Jay,	Harvey, Ill.
Medd, Bessie Mae,	Appleton.
Meloney, Nettie,	Williams, Minn.
Monroe, Noel Gates,	Minneapolis, Minn.
Moss, Fanny Elizabeth,	Hudson.
Mueller, Elsie,	Green Bay.
McConnell, Price,	Sparta.
McCray, Marian Sophia,	Green Lake.
McKinney, Lelah,	Barron.
McNaughton, Robert Shiells,	Kaukauna.
Nehf, Harley Wesley,	Menomonee Falls.
Newman, Sworth,	Kaukauna.
Newton, Harrie W.,	Waupun.
Nicol, Hazel,	Sparta.
Nogle, Fred Grant,	Mondovi.
Nye, Leland,	Thorp.
Oosterhous, Alfred George,	Plymouth.
Otto, Arnold C.,	Forest Junction.
Ozanne, Albert Edward,	Kenosha.
Parker, Gladys,	Fennimore.
Patterson, Abram Conklin,	Appleton.
Pendell, Bernice,	Randolph.
Perkins, Judson Thomson,	Woodman.
Pollard, Luther John,	Appleton.
Pribbenow, Alma,	Kilbourn.
Prisk, Helen Alice,	Elkhorn.
Proper, James Wesley,	Appleton.
Prout, Robert Ira,	Ironwood, Mich.
Reynolds, Grace,	Janesville.
Rice, Lulu Rosina,	Eleva.
Rudolph, Edith Cleora,	Antigo.
Saecker, Estella Carrie,	Lake Mills.
Schaal, Oscar Elmer,	Gillett.
Schneider, Andrew Sidney,	Appleton.
Schoephoester, Esther Caroline,	Padus.
Shepard, Chester C.,	Racine.
Shepard, Helen Celine,	Racine.
Simpson, Pearl,	Red Lodge, Mont.
Smith, Carlton Wilber,	Oshkosh.

Smith, Ethelyn,	Evansville.
Smith, Fanny Mathilda,	River Falls.
Smith, Zela,	Superior.
St. John, James Richard,	Oshkosh.
Strang, Lester Jacob,	Footville.
Stuhlfauth, John,	Wausau.
Swanson, Lily,	Bayfield.
Taylor, Henry Ross,	Barron.
Taylor, Vera G.,	Portage.
Textor, Clinton K.,	Jacksonville, Ore.
Thompson, Joseph Edmund,	Greenwood.
Van Patter, Frances,	Glen Flora.
Varney, Maud Beatrice,	Greenwood.
Vesely, Susie Henriette,	Portage.
Voigt, Raymond,	Appleton.
Wakeman, Ruth Elizabeth,	Lake Mills.
Waring, Frances Amelia,	Florence.
Warner, Harold William,	Oakfield.
Weaver, Stella Clara,	Thorpe.
West, Lois Marie,	Rice Lake.
Wiggins, Anna Roberts,	Woodland.
Willett, Arthur Dan,	Madison.
Winn, John Ackermann,	Portage.
Wittman, Gerda Pauline,	Merrill.
Youmans, Jay Carlton,	Oshkosh.

Freshman Class.

Allen, Chester H.,	Appleton.
Anderson, Elna Constance,	North Crandon.
Anderson, Henry Lawrence,	Marinette.
Angell, William Harrison,	Sun Prairie.
Backus, Alvin Dietrich,	Kewaskum.
Bailey, Margaret Geraldine,	Appleton.
Bailey, Reuben Jay,	Clintonville.
Baker, Harriet Mina,	Columbus.
Baker, Sadie Elaine,	Marshall.
Banta, Eleanor Lee,	Menasha.
Bard, William Paul,	Antigo.
Barnes, Howard Warren,	Menasha.
Baughn, Joe,	Oconto Falls.

Bell, E. Catherine,	Waupun.
Benjamin, Lilah,	Cumberland.
Bennison, Floyd William,	Janesville.
Bergstrom, Deitrich Waldemar,	Neenah.
Blackman, Roger Charles,	Trenton.
Blank, Arthur Herman,	Sparta.
Block, Herman Julius Karl,	Wausau.
Bowell, Genevieve May,	Merrill.
Bowen, Nicholas,	Oniville, N. Y.
Boyce, Edith Ruth,	Wausau.
Boyles, Lesley Le Roy,	Waupaca.
Buckland, Chester Averill,	Appleton.
Bullock, Harold Raymond,	Appleton.
Bullock, Harley Bowman,	Appleton.
Cameron, Richard Alexander,	Appleton.
Carroll, Gerald A.,	Appleton.
Charlesworth, Frank Manley,	Kaukauna.
Christianson, Magnus,	Marinette.
Claridge, May,	Reedsburg.
Cole, Fanny Eleanor,	Marshfield.
Collinge, William,	Clinton.
Cornillie, Marie Grace,	Milwaukee.
Culver, Vida Carol,	Appleton.
Davidson, William Eugene,	Green Bay.
Davis, William,	Barneveld.
Dawe, Wilmer Ellis,	Fort Atkinson.
Day, Edward Whitfield,	Albion, Mich.
De Land, Archie William,	Appleton.
Devlin, Lillian,	Appleton.
Dick, Gretchen,	Milwaukee.
Dilling, Henry Raymond,	Fond du Lac.
Dunham, Clyde Ernest,	Oshkosh.
Durst, Letha,	Monroe.
Eldridge, Ethel Gertrude,	Clinton.
Eldridge, Paul K.,	Menasha.
Findeison, Carl Raymond,	Green Bay.
Fish, Earle Warner,	Portage.
Fisk, Mary,	Green Bay.
Foote, Frank McDonald,	Lodi.
Foster, Leighton George,	Brodhead.

Fredericksen, Julia Amande,	Racine.
Fries, Albert John,	Merrill.
Gilbert, Katheryn Helen,	Grand Rapids, Minn.
Goodrich, George Henry,	Appleton.
Gilbertson, Celia Esther,	Galesville.
Hackworthy, Adelaide Emma,	Appleton.
Hackworthy, Georgiana Winifred,	Appleton.
Hague, Cecilia Annette,	Lake Mills.
Hahn, Erna Willis,	Jefferson.
Hall, Eugene William,	Princeton.
Hall, Evelyn Blanche,	Appleton.
Hampel, Edith,	Appleton.
Hanson, Josephine Helena,	Mondovi.
Hardacker, Alys Lauretta,	Appleton.
Hare, Doris,	Superior.
Harker, James William,	Shullsburg.
Harker, Jennie Jeffery,	Shullsburg.
Harling, Harley Edwin,	Waldo.
Hastings, Clarabell,	Fond du Lac.
Haven, Albert Rollin,	Stoughton.
Heck, Henry Frederick,	Bismark, Mo.
Heiden, Harry Hartway,	Sheboygan.
Heiss, Arthur Edward,	Oshkosh.
Hepburn, Charles Leroy,	Eau Claire.
Herschleb, Jerry Major,	Grand Rapids.
Hess, Louis E.,	Cleveland, O.
Hitchcock, Eleanor Mary,	Edgerton.
Hoag, Hazel Mae,	Waterloo.
Humphrey, Georgia,	Milwaukee.
Isley, Chris Robert,	Monroe.
Isley, Edith Mae,	Monroe.
Ivey, Paul Wesley,	Ishpeming, Mich.
Jackson, Clarence Eccles,	Grand Rapids.
James, Jesse C.,	Bloom City.
Jewell, Lulu May,	Mineral Point.
Johnson, Irene Nina,	Wausau.
Joslin, Richard Raymond,	Mauston.
Kelly, Lilas Alexander,	Appleton.
Kellogg, Karl,	Fort Atkinson.
Kellogg, Thomas Buffum,	Antigo.

Kiefer, Harry,	Wausau.
Kieren, Frank Sebastian,	Appleton.
Klang, Henry,	Fairchild.
Koch, Verona Clara,	Appleton.
Koehn, George Llewelyn,	Sheboygan.
Kranz, Conrad E.,	Weyauwega.
Kuehn, Roy Phillip,	Kaukauna.
Kunde, George Charles,	Almond.
Lake, Bessie May,	Brodhead.
Lease, Leslie George,	Kenosha.
Lepper, Harry Harrison,	Menomonee Falls.
Lewis, Albert Winter,	Appleton.
Lieberman, Daisy Alice,	Fort Atkinson.
Lindsley, Laura Aurelia,	Appleton.
Little, Theodore William,	Delhi, Minn.
Lotz, Arthur George,	Cadott.
Manly, Elzo Roy,	Hortonville.
Marks, Harriet Jeanette,	Lancaster.
Mates, Elsie Anne,	Belmont.
Mauer, Florence Elizabeth,	Fennimore.
McDowell, Donald C.,	Soldiers Grove.
McNeel, May Hannah,	Kilbourn.
McNiesh, Welcome Hervon,	Appleton.
Miller, Grace Eugena,	Juda.
Miller, Robert,	Racine.
Miller, Roland Norton,	Appleton.
Minor, Ora Milton,	Oconto.
Misdall, Hugh Alexander,	London, England.
Moerke, Rosalind Emelie,	Juneau.
Morley, Joseph Clark,	Neillsville.
Nelson, Walter P.,	Antigo.
Nixon, George Carol,	La Farge.
Nuzum, John Weston,	Janesville.
Olk, Harold Vincent,	Antigo.
Parkinson, Roy Winford,	Darlington.
Parsons, Earl Seabold,	Menomonee Falls.
Pease, Chester Elijah,	Sun Prairie.
Peebles, Harold Grunert,	Appleton.
Perry, Claire Willard,	Union Grove.
Plank, Clarence Cone,	Almond.

Pond, Alta,	Wausau.
Powell, John Whorton,	Appleton.
Rasmussen, Walter Edwin,	Hammond.
Rath, William David,	Almond.
Reynolds, Melvin Whipple,	Fall River.
Richards, Stewart Franklin,	Janesville.
Richards, Anna Royce,	Fort Atkinson.
Roberts, Chester Joseph,	Birnamwood.
Roegge, Edward William,	Columbus.
Saecker, Enid Marguerite,	Appleton.
Sayles, Sidney,	Appleton.
Schlafer, Barbara,	Appleton.
Shelley, Charles Manley,	Mattoon.
Sherman, Margaret,	Appleton.
Sherry, Sara Genevieve,	Appleton.
Shumway, Leon Phillip,	Eau Claire.
Sias, Benjamin Charles,	Sparta.
Small, Harry William,	Manitowoc.
Smith, Lawrence Edward,	Fort Atkinson.
Smith, Leo. Charles,	Fort Atkinson.
Smith, Lucile E.,	Appleton.
Smith, Pearl,	Markesan.
Spickard, Julia,	Richland Center.
Spitz, Irene,	Appleton.
Steers, Leeland Stanford,	Markesan.
Stenhouse, Clara Louise,	Burlington.
Strang, Ellsworth H.,	Janesville.
Strathearn, Robert Merrie,	S. Kaukauna.
Sutcliffe, Grace Wade,	Endeavor.
Thomas, Elizabeth,	Appleton.
Thomas, Ethel Mary,	Appleton.
Thomas, Florence Elizabeth,	Appleton.
Thomas, Howell G.,	Appleton.
Vance, Jesse George,	Chippewa Falls.
Vaughn, Wilber Lewis,	Winslow, Ill.
Wells, Vernie May,	Monroe.
Wiegand, Oscar Alfred,	Fond du Lac.
Williams, Lucy Marie,	Chicago, Ill.
Williams, William Everett,	Dodgeville.
Wilson, Winifred Willard,	Oshkosh.

Whitford, Harry Morton,	Mineral Point.
Whittimore, Howard Otis,	Princeton.
Woodworth, Spencer Wyndham,	Cataract.
Zilisch, Hubert Emil,	Juneau.

Specials.

Black, Agnes,	Green Bay.
Bloom, Mrs. A. W.,	Appleton.
Ferber, Edna,	Appleton.
Finton, Carrie,	Appleton.
Finton, Myra,	Appleton.
Guetzloe, Carmen Louise,	Kiel.
Haywood, Harry Le Roy,	Dayton, O.
Hettrick, Mabel,	Rockford, Ill.
Kuehmsted, Florence,	Appleton.
Lohman, Emelia M.,	Appleton.
Lundy, Fred Wright,	Harvey, Ill.
McNaughton, Amanda,	Kaukauna.
Miller, Frank Elmer,	Manchester, Ia.
Morgan, Carrie E.,	Appleton.
Poppe, Emma Agusta,	Appleton.
Prindle, Arthur Benjamin,	Beloit.
Ryan, Mazie,	Hiles.
Schumacker, Mrs. G. M.,	Appleton.
Tanner, Blanche,	Kaukauna.
Thom, Helen,	Appleton.
Thomas, Louise,	Appleton.
Van Patten, L. E.,	Evansville.
Watts, Henry Fairfield,	Topeka, Kan.
Weissenborn, Annette Irene,	Appleton.
Ziemer, Tessie Estelle,	Milwaukee.

Academy.

Anderson, Albert Dalton,	Ashland.
Anderson, Herman,	Racine.
Arhelger, Louis,	Oshkosh.
Arndt, Fred Marion,	Barron.
Baker, Irvin,	Mattoon.
Banta, George Riddle,	Menasha.

Bradish, Katherine,	Eureka.
Boynton, Ray Downs,	Menasha.
Brinckley, Florence Louise,	Appleton.
Brokaw, Norman Edmonds,	Appleton.
Brooks, Emmett,	Omro.
Bushey, Lucile,	Appleton.
Clark, Dorothy Upham,	Appleton.
Craig, Walter Martin,	Marinette.
Creuz, Myrtle Wilhemine,	Iron Mountain, Mich.
Dickinson, Kenneth S.,	Appleton.
Dickinson, Phil. Sawyer,	Appleton.
Edwards, Grace,	Appleton.
Ellingson, Robert Parcher,	Hawkins.
Fairfield, Mary,	Appleton.
Fargo, Charles Victor,	Kaukauna.
Freeman, Angeline Smith,	Appleton.
Galligan, Judson,	Antigo.
Grant, Fred Clifton,	Vesta, Minn.
Griswold, Jay Brown,	Sheboygan.
Ham, Bessie Ethel,	Shiocton.
Hamrin, Richard Venus,	Tomahawk.
Hawes, Frances,	Appleton.
Hawes, Jeanette,	Appleton.
Holbrook, Herbert Wheeler,	Neenah.
Hoover, Kenneth M.,	New Lisbon.
*Hull, Alice,	Appleton.
Hutchinson, Paul Herbert,	Necedah.
James, Harry Isaac,	Gloucester, England.
Jenkins, Thomas Vincent,	Appleton.
Johnson, Arthur Joseph,	Milwaukee.
Killen, Margaret Alice,	Appleton.
Knickel, Myrtle,	Campbellsport.
Koehn, Joseph William,	Sheboygan.
Lawson, Marion Florence,	Menasha.
Lembcke, Walter Alvin,	Appleton.
Le Roy, Vera,	Appleton.
Lippett, Cyrus William,	Sharon.
Mansfield, Floyd,	Sheboygan.
McNaughton, Helen Mary,	Appleton.

*Deceased.

Mitchell, Baxter,	Appleton.
Mitchell, Matthew White,	Appleton.
Nitzel, Fred Mueller,	Neenah.
Patterson, Ruth Esther,	Appleton.
Plantz, Florence Ethel,	Appleton.
Rowell, Ellen Eliza,	Appleton.
Russell, George Ernest,	Cambridge, Mass.
Saiberlich, Erwin Walter,	Appleton.
Sawyer, Millard Holton,	Milwaukee.
Sherman, Raoul G.,	Appleton.
Seefield, Irene,	Milwaukee.
Slater, Esther Mabel,	Appleton.
Smith, Noble Z.,	Appleton.
Smith, Oscar,	S. Oneida.
Smith, Roy Erwin,	Markesan.
Smith, Roy Fletcher,	Portage.
Spencer, Lorraine Colver,	Appleton.
Stimson, Helen Virginia,	Appleton.
Stimson, Paul Reeve,	Appleton.
Tennant, George Alfred,	Sears, Mich.
Thom, Lois Madeline,	Appleton.
Thom, Barbara Agnes,	Menasha.
Trimm, Jesse Halbert,	Portage.
Underwood, Lucy Annis,	Montello.
Uplegger, Alfred Martin,	Appleton.
Van Patter, James Blaine,	Glen Flora.
Velte, Wallace Lyon,	Poysippi.
Waddell, Clarence G.,	Philadelphia, Pa.
Waste, Florence Claire,	Antigo.
Wharton, Dotha Denton,	Appleton.

SCHOOL OF EXPRESSION

Senior Class.

Hettrick, Mabel Margret,	Milwaukee.
Keeley, Mary Claire,	Hudson.
McGinnis, Lucille,	Appleton.
Richardson, Dorothy,	Menasha.
Ryan, Mazie,	Hiles.
Sherman, Margaret,	Appleton.
Simpson, Pearl E.,	Red Lodge, Mont.

Second Year Specials.

Fry, Robert J.,	Omro.
Hall, Nina A.,	Antigo.

Junior Class.

Hahn, Ada A.,	Jefferson.
Haywood, Harry L.,	Appleton.
Jewell, Orlando Arthur,	Mineral Point.
Kumlien, Wendell Ludwig,	Fort Atkinson.
McCray, Marion,	Green Lake.
Newman, Sworth,	Kaukauna.
Sherman, Pauline,	Appleton.
Smith, Pearl,	Markesan.

Junior Specials.

Bomier, Cora Martha,	Appleton.
Grey, Ruth Isabel,	Oakfield.
Johnson, Gladys,	Wausau.
Kendall, John Truman,	Viroqua.
Newton, Leslie L.,	Waupun.
Nogle, F. Grant,	Mondovi.

Schaal, Oscar E.,	Gillett.
St. John, James Richard,	Oshkosh.
Voigt, Raymond Bernard,	Appleton.

First Year Specials.

Bomier, Cora Martha,	Appleton.
Grey, Ruth Isabel,	Oakfield.
Johnson, Gladys,	Wausau.
Kendall, John Truman,	Viroqua.

Private and Special.

Ames, Katherine,	Markesan.
Anderson, Henry L.,	Marinette.
Barnes, Robert James,	Menasha.
Boag, C. Wesley,	Butler.
Cornelison, Eben D.,	Shell Lake.
Drew, Harris Eugene,	Neenah.
Fadner, Henry Raymond,	Appleton.
Harris, Ethel Eva,	Kilbourn.
Jenks, Arthur Henry,	Lake Mills.
Kuehmstead, Elizabeth,	Appleton.
Lewis, Howard T.,	Oshkosh.
Lundy, Jay Monroe,	Harvey, Ill.
Leutsker, Alice Theodora,	Wittenberg.
Morley, Joseph,	Appleton.
Moss, Glenn,	Hudson.
Nehf, Harley,	Menomonee Falls.
Otto, Arnold Clarence,	Forest Junction.
Reynolds, Grace,	Janesville.
Rohan, Ben.,	Oconto.
Sawyer, Bert L.,	Waupun.
Seaman, Jesse,	Adell.
Sias, Benjamin,	Sparta.
Stuhlfauth, John,	Wausau.
Touton, Hazel Agnes,	Edgerton.
Wertheimer, Mrs. Monroe A.,	Kaukauna.
Ziemer, Tessie,	Milwaukee.

MUSIC.

Austin, Leslie,	Appleton.
Bright, Winnifred,	Sparta.
Bowers, Frank,	Marion.
Brown, Margurite,	Appleton.
Barker, Mary,	Crandon.
Boyles, Roy,	Waupaca.
Burkhardt, Helen,	Kiel.
Benjamin, Lilah,	Cumberland.
Brinckley, Cora,	Appleton.
Cooke, W. H.,	Kaukauna.
Cornelius, Olga,	Menasha.
Curtis, Will,	Appleton.
Clark, Dorothy,	Appleton.
Dunn, Mrs. E. E.,	Appleton.
Dunn, Elmer,	Appleton.
Dunn, Eleanor,	Appleton.
Dunn, Lawrence,	Appleton.
Droegkamp, Esther,	Appleton.
Dick, Gretchen,	Milwaukee.
Dohearty, Mrs. F. P.,	Appleton.
Diekvoss, B. J.,	Forest Junction.
Erb, Esther,	Appleton.
Eiler, Hilda,	Appleton.
Fairfield, Mary,	Appleton.
Fairfield, Irving,	Appleton.
Fadner, Vivian,	Appleton.
Graves, E. V.,	Appleton.
Gray, Beatrice,	South Kaukauna.
Groth, Irene,	Appleton.
Guetzloe, Carmen,	Kiel.
Gilbert, Katherine,	Grand Rapids, Minn.
Harring, Charlotte,	Montello.
Hitt, Phoebe,	Oakfield.
Hauert, Adeline,	Appleton.
Hanson, Marie,	Neenah.
Hasse, Rose,	Neenah.
Harness, Bessie,	Neenah.
Hackworthy, Adelaide,	Appleton.
Humphrey, Georgia,	Milwaukee.

Jones, Mrs. G. W.,	Appleton.
Jewell, Lulu,	Mineral Point.
Keller, Bessie,	Edgerton.
Killen, Margaret,	Appleton.
Knickel, Myrtle,	Campbellsport.
Law, Jessie,	Neenah.
Lewis, Melvina,	Appleton.
Luther, Elizabeth,	Chilton.
Lipke, Esther,	Reedfield.
Lieberman, Daisy,	Fort Atkinson.
Mory, Carl,	Appleton.
Mates, Elsie,	Belmont.
Moerke, Rosalind,	Juneau.
Michelstetter, Stella,	Appleton.
Mollon, Mrs. H.,	Dale.
Marshall, Mrs. V. F.,	Appleton.
McCarey, Edward,	Appleton.
Nelson, Mamie,	Manawa.
O'Hanlan, Miss,	Appleton.
Plantz, Florence,	Appleton.
Plantz, Elsie,	Appleton.
Peterson, Ruth,	Phillips.
Philbrook, Alice,	Marinette.
Peabody, Emma,	Appleton.
Ramsay, Ethel,	Appleton.
Ryan, Mazie,	Hiles.
Russell, Charles,	Appleton.
Rector, Clayton,	Appleton.
Rosebush, Mrs. J. G.,	Appleton.
Reeve, Katherine,	Appleton.
Roberts, Chester,	Birnamwood.
Richardson, Leila,	Appleton.
Southerland, Flossie,	Ingalls, Mich.
Struck, Rennie,	Appleton.
Sanborn, Ruth,	Appleton.
Smith, Lucille,	Appleton.
Shepard, Chester,	Racine, Wis.
Tennant, George A.,	Appleton.
Tennant, Mrs. Geo. A.,	Appleton.
Thomas, Jane E.,	Appleton.

Underwood, Lucy,	Montello.
Wilson, Grace,	Appleton.
Wiltsee, Elaine,	Appleton.
Wells, Justin Charles,	Appleton.
Williams, Dr. R. L.,	Appleton.
Youtz, Edna,	Appleton.
Youtz, Merrill,	Appleton.

STUDENTS IN ART.

Alderson, Ivey,	Merrill.
Boyles, Roy,	Waupaca.
Brokaw, Mrs.,	Appleton.
Erdman, Edward,	Appleton.
Jewel, Mabel,	Antigo.
Mates, Elsie,	Belmont.
Manley, Bessie,	Neenah.
Manning, Mrs.	Kaukauna.
Michelstetter, Stella,	Appleton.
Pearson, Pansy,	Appleton.
Peck, Olive,	Chicago, Ill.
Perry, Olla,	Neenah.
Porter, Winnifred,	Merrill.
Potter, Mary,	Manitowoc.
Pribbenow, Miss,	Kilbourn City.
Rice, Miss	
Richards,	Fort Atkinson.
Ross, Helen,	Crystal Falls, Mich.
Rudolph, Edith,	Antigo.
Smith, Bessie,	Green Bay.
Thickens, Josephine,	Appleton.
Underwood, Lucy,	Montello.
Waste, Florence,	Antigo.
Wakeman, Ruth,	Lake Mills.
Warner, Miss,	Appleton.
Weaver, Stella,	Thorpe.
West, Lois,	Appleton.
Wifenbach, Edna, Mrs.,	Kaukauna.

COMMERCIAL.

Andrews, R. E.,	Appleton.
Andraska, Joseph,	Marshfield.
Arndt, Mr.,	Barron.
Blanshan, Peter J.,	Seymour.
Burkhardt, Helen,	Kiel.
Blank, Miss,	Wausau.
Bleick, Lewis,	Greenville.
Benedict, Reba,	Carpio, N. Dak.
Bachus, Alvin D.,	Milwaukee.
Culver, Glen,	Appleton.
Cartier, Levi J.,	Peshtigo.
Dunn, Myra J.,	Neenah.
Dick, Frances,	Appleton.
Devlin, Dora,	Loyal.
Ebben, Robert,	Appleton.
Ellingson, C. C.,	Hawkins.
Ellingson, Mabel E.,	Hawkins.
Eichberg, Harry,	Columbus.
Engstrom, Beatrice,	New Richmond.
Fountaine, M. C.,	Appleton.
Guetzloe, Carmen,	Kiel.
Glenzer, Arthur,	Kaukauna.
Galligan, Fred,	Antigo.
Hart, Glen,	Appleton.
Hall, Mattie E.,	Viroqua.
Heiss, Arthur E.,	Oshkosh.
Helland, Oliver P.,	Kilbourn.
Heiting, Agnes,	Kaukauna.
Hennessy, Nellie,	Kaukauna.
Herdt, Walter J.,	Appleton.
Jones, Ona,	Neenah.
Johnson, B. J.,	Kaukauna.
Kellogg, Thomas,	Antigo.
Kuether, Arnold,	Cedarburg.
Kelsey, Percy E.,	Appleton.
Kiefer, Harry,	Wausau.
Lord, Leonard,	Oconto.
Millard, Ruth,	Appleton.
Mellen, Arthur J.,	Peshtigo.

Proell, Maryrose,	Marshfield.
Rundell, Harry,	Livingston.
Rumsey, L. C.,	Grand Rapids.
Sommers, O. E.,	Shawano.
Sommers, A. E.,	Shawano.
Sandmann, Otto,	Merrill.
Strong, Fred E.,	Niagara.
Vogt, Anna,	Neenah.
Van Wyk, Jennie,	Appleton.
Verran, Sydney,	Montfort.
Van Patter, James,	Glen Flora.
Wendt, Albert,	Merrill.
Wazek, Elwood,	Peshtigo.
Williams, Cora,	Appleton.
Zuehlke, Walter,	Hortonville.

DEGREES CONFERRED IN 1908

BACHELOR OF ARTS.

Barnes, Robert James	Menasha.
Bell, Fannie Charlotte	Beloit.
Brayton, Frances Parker	Appleton.
Dinsdale, James Brougham	Galena, Ill.
Drescher, Fred Ernest	Sun Prairie.
Edwards, Doris Kesiah	Fond du Lac.
Hamilton, Robert Emmet	Kaukauna.
Hoover, John Selden	New Lisbon.
Jackson, Earl R.	Mineral Point.
Lewis, Roy Milton	Hortonville.
Millar, Ina Belinda	Waupaca.
North, Hazel Athena	Evansville.
Raddats, William Godfrey	Neenah.
Rasmussen, Allie Nora	Hammond.
Sexsmith, Fred	Wausau.
Sherger, Elmer George	Evansville.
Slack, Marie C.,	Hermansville, Mich.
Smart, Carol Mary	Wild Rose.
Snyder, Elma Louise	Deerbrook.
Triggs, A. W.	Appleton.
Wood, Mary Althea	Appleton.
Zinkgraf, Cora Josephine	Watertown.

MASTER OF ARTS.

Harry E. Flynn.

CERTIFICATE IN ORATORY.

May Bennett — Genevieve E. Canavan

DOCTOR OF LITERATURE.

Eben E. Rexford — Rev. Camden M. Cobern

DOCTOR OF LAWS.

Bishop William A. Quayle

PRIZES

Freshman Scholarships:

Norman Brokaw Scholarship.....Will Collinge
John McNaughton Scholarship.....Edith Hampel
James S. Reeve Scholarship.....Erna Hahn
Lawrence Scholarship.....Josephine Hanson

Lewis Prize, Scholarship.....Sarah Bemis

President's Prize, Declamation..... 1. Elise Stroud; 2. Eben Cornelison

Hicks' Prize, Composition..... 1. Jay Youmans; Honorable Mention: Anna Parry

McNaughton-Peabody Prizes, Latin 1. Elsie Smithies; 2. Jean Patterson

Helen Fairfield Naylor Scholarship.....Bessie Dunning

Senior Honors..... 1. Roy Lewis; 2. Hazel North; 3. Fannie Bell.

Special Honor Students:

Roy Lewis, Chemistry
Robert Barnes, Latin
Fannie Bell, Latin

UNIVERSITY CLUB

OFFICERS.

John Baer President
Sarah Bemis Vice-President
Ethel Harris Secretary
Frank Van Keuren Treasurer
Roy Jones General Treasurer

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Amer Clare
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Elsie Plantz.....Vice-President
Estelle Saecker.....Secretary
Elsie Smithies.....Treasurer

Alumni Association

James A. Wood.....President
Elizabeth Wilson.....First Vice-President
Rev. H. C. Logan.....Second Vice-President
Zelia A. Smith.....Permanent Secretary
W. H. Kreiss.....Treasurer

FORM OF REQUEST

In order to help in the educational and religious work now carried on at Lawrence College at Appleton, Wisconsin, I, the undersigned, a resident of.....in the State of....., being of sound and disposing mind and memory, make, ordain and publish this my last will and testament, and declare that it shall not be deemed to have been revoked by any future will that I may make, unless it is therein revoked in express terms specifically referring to the gifts herein made to said College and mentioning it by name.

My just debts having been paid, I give, devise and bequeath to said Lawrence College by its corporate name, which is "The Board of Trustees of Lawrence University of Wisconsin," certain real estate in the Town of....., County of....., in the State of....., commonly known as No. Street, ...which was conveyed to me by the deed of.....duly recorded in said County.

Also, Forty Acres, more or less, of land in the County of....., in the State of....., described as the North East Quarter of the North East Quarter of Section, Township....., Range....., etc., which was conveyed to me by the deed of.....duly recorded in said County.

Also, a certain mortgage upon the real estate commonly known as No. Street, in the City of....., and the indebtedness of.....Dollars secured thereby. If said mortgage shall have been paid or disposed of at the

time of my death, my executor shall give the said institution other property of equal value to be selected by my executor.

Also, *the proceeds of the sale* by my executor, as soon after my death as may be, of my stock in the corporation known as "The A. B. C. Co.," which has offices at....., in the State of.....

Also, three certain bonds of the "X. Y. Z. Company," a corporation having offices at....., in the State of, each having a par value of.....Dollars.

Also, certain books and publications specifically mentioned in the list which is hereto attached and made part hereof.

Also, the sum of.....Dollars in cash to be paid as soon after my death as may be practicable.

The rest of the property and estate shall be disposed of as provided by law, unless I shall otherwise direct by will.

I appoint A. B. executor of this, my will.

Witness my hand and seal this.....day of....., A. D. 1909.

.....[SEAL.]

The foregoing writing was signed, sealed, published and declared by the said testator as and for his last will and testament in the presence of each of us, who, at his request and in his presence and in the presence of each other, have subscribed our names as witnesses thereto on the day of the date thereof.

.....

Address.

.....

Address.

.....

Address.

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(CORPORATE NAME LAWRENCE UNIVERSITY OF WISCONSIN)

1909-1910

PUBLISHED JANUARY, 1910

THE POST PUBLISHING COMPANY, PRINTERS AND BINDERS, APPLETON, WIS.

CORRESPONDENCE

While correspondence directed to Lawrence College will reach the proper department, to avoid delay and confusion correspondents are requested to note the following directions:

1. Correspondence concerning the College of Liberal Arts should be addressed to the President.

2. Correspondence concerning the Conservatory of Music should be addressed to the Director of the Lawrence Conservatory of Music.

3. Correspondence concerning the School of Expression should be directed to the Director of the School of Expression.

4. Correspondence concerning rooms at Ormsby Hall should be directed to the Matron of Ormsby Hall.

5. Correspondence upon general matters of business should be addressed to Lawrence College.

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CALENDAR

March 23 Wednesday 12:20 P. M.—Recitations close.

Spring Recess.

March 30 Wednesday 1:30 P. M.—Recitations resumed.
May 30 Monday Decoration Day.
June 8, 9, 10, 13.—Final Examinations, Second Semester.
June 10 Friday 8:00 P. M.—Academy Graduation Exercises.
June 11 Saturday 8:00 P. M.—Junior Oratorical Contest.
June 12 Sunday 9:30 A. M., Commencement Love Feast.
10:30 A. M.—Address before the Religious Societies.
8:00 P. M.—Baccalaureate Sermon.
June 13 Monday 8:00 P. M.—President's Prize Contest.
June 14 Tuesday 10:30 A. M.—Class Day Exercises.
2:00 P. M.—Joint Meeting of the Board of Trustees and Visitors.
8:00 P. M.—Commencement Exercises of the School of Fine Arts.
June 15 Wednesday Reunions of the Literary Societies.
4:00 P. M.—Business Meeting of the Alumni Association.
8:00 P. M.—Reunion of the Alumni Association.
June 16 Thursday 10:30 A. M.—Commencement Exercises.
1:00 P. M.—Commencement Banquet.
8:00 P. M.—President's Reception.

Summer Vacation.

Sept. 13 Tuesday 9:00 A. M.—Examinations for Admission.
Sept. 13-14 Tuesday and Wednesday.—Registration Days.
Sept. 14 Wednesday First Semester begins.
4:00 P. M.—Chapel.

Sept.	18	Sunday	3:00 P. M.—College Vespers and on second Sunday of each month thereafter.
Sept.	20	Tuesday	All College Day.
Nov.	12	Saturday	9:00 A. M.—Mid-Semester Examinations.
Nov.	23	Wednesday	4:00 P. M.—Thanksgiving Recess begins.
Nov.	28	Monday	12:00 M.—Thanksgiving Recess closes.
Dec.	21	Wednesday	4:00 P. M.—Recitations close.

Christmas Recess.

Jan.	5	Thursday	8:00 A. M.—Recitations resumed.
Jan. 24, 25, 26, 27, 28, 30.—Final Examinations, First Semester.			
Jan.	30	Monday	5:00 P. M.—First Semester closes.
Jan. 31-Feb. 1, Tuesday and Wednesday.—Registration Days.			
Feb.	1	Wednesday	Second Semester begins. 4:00 P. M.—Chapel.
Feb.	12	Sunday	College Day of Prayer.
Feb.	22	Wednesday	Washington's Birthday.
March	22	Wednesday	12:20 P. M.—Recitations close.

Spring Recess.

March	29	Wednesday	1:30 P. M.—Recitations resumed.
May	30	Tuesday	Decoration Day.
June 7, 8, 9, 12.—Final Examinations, Second Semester.			
June	9-15	Commencement Week.	

LAWRENCE COLLEGE

HISTORICAL STATEMENT.

In the year 1847 the Hon. Amos A. Lawrence, of Boston, Mass., made a proposition to Rev. William Sampson, presiding elder of the Fond du Lac district of the Rock River Conference of the Methodist Episcopal Church, stating that he would give $10,000 for the establishment of a literary institution in Wisconsin, if a similar sum could be raised within the territory. He further stated that no sectarian instruction should ever be given by the institution to be founded; that at least a minority of the trustees must represent different denominations, and that the work must be carried on according to a plan "sufficiently broad to develop the scholar."

Mr. Sampson reported the proposition to the Rock River Conference at its next session, and was authorized to take steps at once to consummate the arrangement. In December a charter was drawn up, and its passage through the legislature secured. The institution, receiving its name from the principal donor, was called "The Lawrence Institute of Wisconsin."

A committee was appointed to select a location, and decided to accept an offer made by George W. Lawe and John F. Mead, of sixty-two acres of land on the Fox River in Grand Chute.

The charter provided for the organization of a college with authority to confer all the degrees that were conferred by similar institutions in the United States. The trustees, however, at first undertook only the establishment

of the academic department. Under this organization the institution was opened for instruction November 12, 1849, with Rev. William H. Sampson as president. By this time it appears that the conviction had grown that a larger work lay before the school, and the charter was amended so that the name was changed from Lawrence Institute to Lawrence University. The organization of the college department was not completed until 1853, although opportunity to take college studies had already been provided. At this time the present University Hall was erected, which was then one of the largest and finest college buildings in the west. Rev. Edward Cooke, A. M., of Boston, Mass., was elected president. In 1853 an active canvas for $100,000 was undertaken, which was only in part successful. Five years later a school of civil engineering was opened, but after being continued until 1863, was abandoned.

Since that time the institution has steadily grown in strength, receiving additions to its endowment from time to time, and adding, as means were provided, to its equipment.

Ormsby Hall, the gift largely of Mr. D. G. Ormsby and wife, was erected in 1889 and enlarged in 1906; the Observatory, contributed by the citizens of Appleton, in 1892; Stephenson Hall of Science, named after the principal donor, the Hon. Isaac Stephenson, in 1899; the Alexander Gymnasium, largely the gift of L. M. Alexander, in 1901; the Library, costing $54,000, presented by Andrew Carnegie, in 1905. The heating plant in 1903. The Ormsby Annex was purchased in 1902, the Hall of Music in 1906, and Lawrence House and the Blue and White Club house in 1908. Peabody Recital Hall was erected in 1909. An Athletic ground was purchased in 1900.

In 1908 the trustees voted to change the name of the institution from Lawrence University to Lawrence College

of Wisconsin. It was also voted to discontinue the Academy

The principal donors to the university have been: Amos A. Lawrence, of Boston, Mass.; Philetus Sawyer, Oshkosh, Wis.; Charles Paine, Oshkosh, Wis.; Robert McMillan, Oshkosh, Wis.; Mr. and Mrs. D. G. Ormsby, Milwaukee, Wis.; John H. Van Dyke, Milwaukee, Wis.; L. M. Alexander and wife, Milwaukee, Wis.; William Drown, Beaver Dam, Wis.; Mrs. John Edwards, Milwaukee, Wis.; Samuel Jones, Natick, Mass.; Isaac Stephenson, Marinette, Wis.; E. M. Beach, Waupun, Wis.; Andrew Carnegie, New York; Mr. and Mrs. N. K. Brokaw, Appleton, Wis.; E. A. Edmonds, Appleton, Wis.; Miss Florence Child, Edgerton, Wis.; John McNaughton, Appleton, Wis.; Isaac Wing, Bayfield, Wis.; Lee Claflin, Boston, Mass.; H. E. Miles, Racine, Wis.; George F. Peabody, Appleton, Wis., and the General Education Board, New York.

CHRONOLOGY.

1846—Amos A. Lawrence of Boston made a proposition to establish an institution of higher learning in Northern Wisconsin; the location of the institution selected.

1847—Charter of Lawrence Institute secured from the legislature of the Territory of Wisconsin.

1849—Rev. William H. Sampson made Principal of Lawrence Institute.
First building completed and instruction begun.
Corporate name changed from Lawrence Institute to Lawrence University of Wisconsin.

1850—Development of the Museum begun.
First literary society established.
Samuel Appleton of Boston gave $10,000 for a library.

1853—College work begun and freshman class registered.
Rev. Edward Cook, D. D., Boston, Mass., elected first President.

University Hall dedicated and class work transferred to the new building.
Philalathean Literary Society organized.
1855—Phoenix Literary Society established.
First building erected destroyed by fire.
1857—First class graduated from collegiate department.
The sale of one thousand perpetual scholarships of $50 each.
1859—Rev. Russell D. Mason elected President.
1860-62—College relieved of heavy debt and endowment begun by the generosity of Lee Claflin and Amos Lawrence of Boston, Gov. Stone of Connecticut, Gov. Seymour of New York, and other friends of education.
1865—Rev. George M. Steele, D. D., elected President.
Lewis Prize established.
1866—President's Prize and University prize established.
Centennial endowment fund of about $50,000 raised.
1868—"Collegian," first college paper published in Wisconsin, established.
1870—Lawrean Literary Society founded.
1877—Brooks Prize established.
1879—Rev. Elias Dewitt Huntley, D. D., elected President.
1881—House for the President erected.
Y. M. C. A. established.
1883—Rev. Bradford P. Raymond, D. D., of Class of 1870, elected President.
1884—Y. W. C. A. established.
1885—C. N. Paine bequest of $50,000 to endow the Chair of the President received.
1886—Tichenor Prize established.
1889—Rev. Charles W. Gallagher, D. D., elected President.
Ormsby Hall erected.
First Student Hand Book published.
Samuel Jones scholarship founded.
1891—Conchological Cabinet of Dr. Brown purchased for Museum.
Bequest of William Drown received.
1892—Underwood Observatory erected.
1893—Hick's Prize established.
The "Columbian" published.

1894—Rev. Samuel Plantz, Ph. D., D. D., Class of 1880, elected President.
Peruvian Antiquities contributed by Hon. John Hicks.
1895—The "Messenger" published.
1896—Endowment effort for $100,000 successfully completed.
1897—First "Ariel" issued.
Theta Phi Fraternity organized.
1898—Stephenson Hall of Science erected.
1900—McNaughton and Peabody Latin Prizes established.
Athletic ground purchased.
Lawrence Bulletin established.
1901—Alexander Gymnasium erected.
1902—Ormsby Annex purchased.
Hiram A. Jones Latin Library established.
Kappa Upsilon organized.
Beta Sigma Phi organized.
1903—Heating plant built.
Alpha Gamma Phi organized.
Theta Gamma Delta organized.
Delta Iota organized.
1904—Alpha Delta Phi, Theta Chapter, organized.
1905—Library erected by gift of Andrew Carnegie.
Alumni Record published.
1906—Conservatory of Music purchased.
Ormsby Hall enlarged.
1907—Gift from the General Education Board received and $250,000 raised for endowment.
Euphronia Literary Society established.
1908—House for "Blue and White Club" purchased.
Name changed from Lawrence University to Lawrence College.
Academy discontinued.
Lawrence House purchased.
1909—Peabody Recital Hall erected.
Sigma Tau Nu fraternity organized.

CHARTER.

The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

Section 1. Chapter 1 of the general laws of the territory of Wisconsin in 1847; chapter 133, laws of 1849; chapter 176, private and local laws of 1855; chapter 126, private and local laws of 1858; chapter 123, general laws of 1878; chapter 16, general laws of 1882, and chapter 16, laws of 1895, are hereby amended so as to read as follows: Gov. Henry Dodge, Hon. Mason C. Darling, Hon. Morgan L. Martin, Hon. Nathaniel P. Tallmadge, Prof. DeWitt G. Vosberg, Rev. Reeder Smith, Henry R. Coleman, William R. Sampson, Henry S. Baird, Jacob L. Bean, William Dutcher, George E. H. Day, Loyal H. Jones, and their successors be, and they are hereby, created a body politic and corporate to be styled the board of trustees of Lawrence University of Wisconsin, and by that name to remain in perpetual succession. The design and purpose of the said corporation is hereby declared to be to found, establish and maintain at Appleton, in the county of Outagamie, an institution of learning on a plan sufficiently extensive to afford instruction in the liberal arts and sciences and to develop the scholar; and said trustees may, as their ability shall increase, erect any or all of the different departments for the study of the liberal professions in such manner as they may think proper.

Section 2. The board of trustees shall consist of thirty members, three of whom shall be elected on nomination of the alumni, together with the president of the university, who shall be a member ex-officio, and any thirteen of these shall constitute a quorum for the transaction of all business.

Section 3. No religious tenets or opinions shall be required as a qualification for trustee, professor, or teacher, nor of any student shall any religious tenets or opinions be required to entitle him to all the privileges of the institution.

Section 4. The board of trustees shall at their first meeting after the passage of this act elect a president of the board, two vice-presidents, a secretary, and treasurer, who shall have all the powers usually given to such officers.

Section 5. The board of trustees shall at their first business meeting be divided into three classes of ten each. They

shall appoint at such meeting an annual meeting, to be held within one year thereafter, at which time the office of the first class shall expire, and in one year from that time the second class, and the third class in a year therefrom, and the office of one class of trustees to expire annually thereafter in rotation. There shall be a board of visitors, whose election shall be provided for in the by-laws, whose special duty shall be to inspect the work of the institution, attend the examinations, and look into the conditions generally and make such reports as may be required by the by-laws. The members of the board of visitors shall be ex-officio members of the board of trustees.

Section 6. Said board of trustees may meet on their own adjournment, and the president, with the concurrence of two trustees, or any four trustees, may call special meetings in the board, by giving notice to them in writing by mail, or otherwise, at least ten days before the time of such meeting, and any trustees may be removed for neglect of duty.

Section 7. Said board of trustees shall also appoint annually an executive committee of not less than five nor more than nine, who shall hold their office until their successors are appointed, and who shall have the power to execute all the business of the corporation committed to them by the by-laws of the institution, and who shall also be empowered to commence and carry on suits in the name of the trustees of the university, and no person shall be ex-officio a member of said executive committee.

Section 8. The board of trustees shall have full power, in their corporate name to sue and to be sued, to plead and be impleaded, to acquire, hold, use, and convey property, real and personal; to have and use a common seal; to alter and renew the same at pleasure; to make and alter from time to time such by-laws as they may deem necessary for the government of the institution, its officers and servants; to collect and receive funds and to see that every donation or bequest made to the institution be applied in conformity to the condition on which the same is made; to erect suitable buildings, purchase books, apparatus and other supplies necessary in the work of the institution; to hold free of taxation any lands or other property acquired by donation, bequest, or purchase and held expressly for educational purposes, for the endowment of the

institution; to appoint such officers, professors and teachers as the work and government of the institution shall require, and prescribe their duties and remove them for sufficient reasons; to prescribe and direct the course of studies to be pursued in the institution and its departments; to fill all vacancies; to confer such degrees and other honors upon persons they may deem qualified and worthy as are usually conferred by colleges in the United States; to determine the amount of salaries paid or to be paid by the institution; and to have such further general powers, not herein specified, and not inconsistent with the letter or spirit of this act, as are granted to corporations under the name of general provisions in chapter 85, laws 1898, acts amendatory thereto.

Section 9. All acts or parts of acts interfering with the provisions of this act are hereby repealed.

Section 10. This act shall take effect and be in force from and after its passage and publication.

JOINT BOARD OF TRUSTEES AND VISITORS

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HON. NATHAN C. GIFFIN, A. M.....First Vice-President
†GEORGE F. PEABODY.....Second Vice-President
EDWARD A. EDMONDS.....Secretary
JAMES A. WOOD, Ph. B.....Treasurer, Appleton, Wis.

TRUSTEES.

REV. SAMUEL PLANTZ, Ph. D., LL. D., *ex-officio*, Appleton.

Term Expires 1910.

REV. HENRY COLMAN, A. M., D. D.,	Milwaukee.
HENRY P. MAGILL,	Chicago, Ill.
REV. JOHN S. DAVIS, D. D.,	Milwaukee.
*LYMAN J. NASH, A. M.,	Manitowoc.
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LAMAR SEXMITH,	Wausau.
RT. REV. R. H. WELLER, D. D.,	Fond du Lac.

Term Expires 1911.

CYRUS C. YAWKEY,	Wausau.
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GEORGE A. WHITING,	Menasha.
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†Deceased.
*Alumni Trustee.

Term Expires 1912.

James A. Wood, Ph. B.,	Appleton.
Herbert E. Miles, A. M.,	Racine.
Hon. Theobald Otjen, A. M.,	Milwaukee.
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George W. Jones,	Appleton.
*Hon. William H. Mylrea, A. B.,	Wausau.
William Gilbert,	Neenah.
George Baldwin, Jr., Ph. B.,	Appleton.
Albert Craft McComb, M. S.,	Oshkosh.
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Term Expires 1910.

Rev. F. E. Bauchop, Ph. B.,	Platteville.
Rev. J. E. Kundert,	Platteville.
Rev. Perry Millar, D. D.,	Kenosha.
Rev. F. A. Pease,	Oshkosh.

Term Expires 1911.

Rev. Robert Ingraham, B. D.,	Sheboygan Falls.
Rev. F. H. Brigham, A. B.,	Wausau.
Rev. F. M. Haight, B. S.,	Minneapolis.
Rev. G. H. Willett,	Stanley.

Term Expires 1912.

Rev. J. H. Tippett, D. D.,	Appleton.
Rev. S. H. Anderson,	Oshkosh.
Rev. M. Benson,	Eau Claire.
Rev. F. H. Harvey,	Cumberland.

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George Baldwin
James Wood, Ph. B.
John McNaughton
Hon. W. H. Hatten
E. A. Edmonds

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Lamar Sexmith
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Rt. Rev. R. H. Weller, D.D.

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George W. Jones
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H. A. Moehlenpah
George F. Peabody
F. H. Brigham
F. E. Bauchop
M. A. Wirtheimer
R. S. Ingraham
W. Larson
F. A. Pease

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George Baldwin, Jr., Ph. B.
Rev. J. E. Kundert
James S. Reeve, M. D.
Carl Mathie
Rev. G. H. Willett

AUDITING.

John McNaughton
George W. Jones
George Baldwin, Jr., Ph. B.

THE FACULTY

SAMUEL PLANTZ, Ph. D., D. D., LL. D., President and Paine Memorial Professor of Ethics and Christian Evidences.

B. A., Lawrence University, 1880; A. M., ibid., 1883; S. T. B., Boston University, 1883; Ph. D., Boston University, 1886; University of Berlin, 1890-91; D. D., Albion College, 1894; LL. D., Baker University, 1905; Pastor, Detroit, Mich., 1886-90 and 1891-94. Present position since 1894.

CHARLES WATSON TREAT, A. M., Dean of the College of Liberal Arts and Philetus Sawyer Professor of Physics.

Graduate Southern Illinois Normal University, 1884; Ph. B., DePauw University, 1890; A. M., ibid., 1893; Graduate Student, Lick Observatory, University of California, Summer 1891; Leland Stanford, Jr., University, Summer 1893; Chicago University, Summers 1895 and 1897; Professor in Natural Science in Napa College, 1890-94. Present position since 1894.

EMANUEL GERECHTER, Rabbi, Professor of Hebrew and German.

Classical education in Gymnasium at Lissa, Germany; Theological course at Breslau; Preacher, Kempen, Rineland, Germany, 1865-66; Rabbi at New York, Detroit, Mich., Grand Rapids, Mich., 1865-80; Professor of German at Central High School and at Ladies' Bacon Seminary, Grand Rapids, 1874-80; Rabbi, Milwaukee, 1880-92; Rabbi, Zion Congregation, Appleton, Wis., 1892. Present position since 1894.

ELLSWORTH DAVID WRIGHT, Ph. D., Hiram A. Jones Professor of Latin Language and Literature.

A. B., 1887, Ph. D., 1894, Cornell University; Teacher of Greek and Latin in the Cascadilla School, Cataloguer in Cornell University Library, 1887-90; Fellow in Latin, Cornell University, 1892-93; Graduate Student in Greek and Latin, Leipzig and Berlin Universities and in Greece, 1894-96; Instructor in Greek, Cornell University, 1897. Present position since 1898.

JOHN HERBERT FARLEY, A. M., Professor of Philosophy.

Ph. B., Lawrence College, 1896; Graduate Student, ibid., 1897-98; A. M., ibid., 1898; Graduate Student in Philosophy, Harvard University, 1898-99; Fellow in Philosophy, Harvard University, 1899-1900. Present position since 1901.

LEWIS ADDISON YOUTZ, M. S., Ph. D., Robert McMillan Professor of Chemistry.

Ph. B., Simpson College, 1890; Ph. M., ibid., 1893; M. S., ibid., 1902; Student, Harvard University (Summer), 1893; Ph. D., Columbia University, 1902; Associate Professor of Natural Science, Simpson College, 1893-99; Professor of Natural Science, Montana Wesleyan University, 1899-1900; Scholar, Columbia University, 1900-02. Present position since 1902.

EMMA KATE CORKHILL, A. M., Ph. D., Edwards-Alexander Professor of English Literature.

A. B., Iowa Wesleyan University, 1889; A. M., ibid., 1893; Ph. D., Boston University, 1893; Student, University of Edinburgh, 1905-06; Professor of English Literature, Simpson College, 1895-1902. Present position since 1902.

WILLIAM JOSHUA BRINCKLEY, B. S., Ph. D., Professor of Biology.

B. A., Salina Normal College, 1885; B. S., DePauw University, 1901; A. M., ibid., 1894; Ph. D., Austin College, 1897; Student, University of Illinois; Professor of Natural Science, Hayward Collegiate Institute, 1885-88; Professor, Austin College, 1891-03. Present position since 1903.

JUDSON GEORGE ROSEBUSH, A. M., Professor in Economics and Political Science.

Harvard Summer School. 1898; A. B., Alfred University, 1900; A. M., ibid., 1901; Scholar in Political Science, University of Pennsylvania, 1900-01; Fellow in Economics, Cornell University, 1901-02; Fellow in Economics, University of Wisconsin, 1902-03. Present position since 1903.

JOHN CHARLES LYMER, A. M., S. T. B., Child Professor of Mathematics and Director of the Underwood Observatory.

A. B., Amity College, 1898; S. T. B., Garrett Biblical Institute, 1901; A. M., Northwestern University, 1903; Instructor, Academy of Northwestern University, 1903-04; University of Wisconsin, summer 1906; University of Chicago, summers 1908, 1909. Present position since 1904.

WILSON SAMUEL NAYLOR, A. B., D. D., Edgar Martel Beach Professor of Biblical Literature.

A. B., Washburn College, 1890; S. T. B., Boston University School of Theology, 1893; D. D., Salina Wesleyan University, 1895; Graduate Study, New York University and Drew Theological Seminary, 1901-02; Travel and Historical Study in Egypt, Palestine, Turkey and Europe, 1895-96, and Summers of 1900 and 1902; Research Study of the African People, Religion and Customs (including a tour of the continent), 1902-04; Pastor, Milwaukee, Wis., 1893-95, and Kenosha, Wis., 1897-1901. Present position since 1904.

ALBERT AUGUSTUS TREVER, A. B., S. T. B., George M. Steele Professor of Greek Language and Literature.

Ph. B., Lawrence University, 1896; A. B., Boston University, 1900; S. T. B., Boston University School of Theology, 1900; Teacher Shawano High School, 1897; Instructor Hebrew and Biblical Literature, DePauw University, 1900-02; Jacob Sleeper Fellow from Boston University School of Theology in the Universities of Halle and Berlin, Germany, 1902-03; Graduate Student, University of Chicago (Summers), 1905, 1906, 1907. Present position since 1905.

MAY ESTHER CARTER, B. L., Dean of Women and Associate Professor of Literature.

B. L., Ohio Wesleyan University, 1892; Principal of High School, Cuyahoga Falls, Ohio, 1893; Preceptress and Teacher

of Literature, West Virginia Wesleyan University, 1895-1901; Travel and Study abroad, 1902; Lady Principal and Professor of Literature, French-American College, 1903; Preceptress and Principal of English Department, Troy Conference Academy, 1904; Student University of Edinburgh, 1905. Present position since 1905.

OTHO PEARRE FAIRFIELD, A. M., Professor of Rhetoric.

A. B., Union Christian College, 1886; A. B., University of Chicago, 1896; A. M., Union Christian College, 1900; Principal of Lebanon High School, 1886-1887; Professor of English, Union Christian College, 1887-1892; Principal of Clarinda Institute, 1892-1895; Graduate Student in the University of Chicago, 1895-1896 and the Summers of 1894, 1895, 1896, 1897; Professor of Latin, Alfred University, 1896-1908, and Professor of English, 1898-1908; Lecturer on Art, New York State School of Ceramics, 1903-1908. Present position since 1908.

JOHN GAINES VAUGHN, A. B., Ph. D., D. D., Professor of Comparative Religions and Missions.

A. B., Syracuse University, 1882; B. D., Drew Theological Seminary, 1884; Ph. D., Tennessee Wesleyan University, 1886; D. D., 1898; Pastor, Cincinnati Conference, 1884-1905; Traveled for study in Levant, 1900, and in the Far East 1906-7; Secretary "Special Funds" Missionary Society, M. E. Church, 1905-1909. Present position since 1909.

RAYMOND M. DEMING, B. C. E., Instructor in Surveying, Drawing and Pure Mathematics.

B. C. E., Iowa State College, 1907; Assistant in Civil Engineering, Iowa State College, 1907-08. Present position since 1908.

EARL READ SCHEFFEL, M. S., Instructor in Geology and Mineralogy.

B. S., Denison University, 1907; M. S., ibid., 1908; Assistant in Geology and Zoology, ibid., 1907-08. Present position since 1908.

JAMES MARTIN WRIGHT, A. M., Ph. D., David G. Ormsby Memorial Professor of History.

A. B., William Jewell College, 1901; Ph. D., Johns Hopkins University, 1905; Fellow, Johns Hopkins University, 1903-1904; Fellow by Courtesy, Johns Hopkins University, 1904-1905; Assistant in History, Johns Hopkins University, 1905-1907; Research Assistant, under Carnegie Institution of Washington, D. C., 1905, 1907-1908; Instructor (Substitute Professor) in History, University of Missouri, 1908-1909. Present position since 1909.

MABEL EDDY, Instructor in Modern Languages.

Graduate Mr. Vernon Seminary, Washington, D. C., 1879; Teacher, ibid., 1880; Indianapolis Classical School, 1882-85; Student Modern Languages, 1885-86; Teacher Modern Languages, Louisville College for Women, 1886-1895; Student Modern Languages, 1896; Dean of Women and Instructor in Modern Languages, Lawrence College, 1896-1902; Teacher Mt. Vernon Seminary, Washington, D. C., 1903-1905; Dean of Women and Professor of French, Carroll College, 1905-1908; Dean of Women and Professor of French in Simmons College, 1908-1909. Present position since 1909.

FREDERICK GEORGE RUFF, A. M., S. T. B., Instructor in German.

A. B., German Wallace College and Nast Theological Seminary, Berea, Ohio, 1902; A. M., Northwestern University, Evanston, Ill., 1903; S. T. B., Garrett Biblical Institute, Evanston, Ill., 1904; Graduate Student, University of Wisconsin, 1905-08. Present position since 1909.

MARK SEAVEY CATLIN, Ph. B., LL. B., Director of Athletics.

Ph. B., University of Chicago, 1905; LL. B., University of Iowa, 1909; Director of Athletics, University of Iowa, 1906-1909. Present position since 1909.

JOSEPH JONATHAN DAVIS, Instructor in Physical Culture and Hygiene.

B. P. C. and F. A., Springfield Institute, 1908; Assistant Physical Director, Ohio Wesleyan University, 1904-1906; Pastorate, M. E. Church, 1906-1909. Present position since 1909.

SARA PARKES TREAT, Instructor in Physical Culture.

Graduated, Northwestern University, Cumnock School of Oratory, 1898; Columbia School of Expression, Summer 1896; Professor of Oratory and Director of Physical Training for Women, Lawrence College, 1895-1898. Present position since 1909.

JOHN SEAMAN GARNS, Director of School of Expression and Professor of Public Speaking.

Graduated, Drake School of Oratory, 1898; Instructor in Oratory, Drake University, 1898-99; Standard Concert Co., 1899-1900; University of Minnesota, 1900-1903; Graduated, Curry School of Expression, Boston, 1904; Reader and Soloist with Bostonia Ladies' Orchestra, 1904-1905; New England Tour, Garns-Grant Co., 1905-1906; Instructor, Boston School of Expression, 1906. Present position since 1906.

JOSEPHINE RETZ-GARNS, Instructor in Expression, Harmonic Gymnastics and Voice Culture.

Attended Cumnock School of Oratory, 1898; Graduated, Drake School of Oratory, 1900; Concert Tour, Standard Concert Co., 1900-1901; Retz-Reichard Recital Co., 1901; Graduated, Curry School of Expression, Boston, 1903; with Signor Patricola Grand Concert Co., as Reader and Accompanist, 1903-1904; Independent Recital Tour, 1904-1905; Imperial Saxophone Quartette, 1905-1906; Retz-Nehrbas Recital Co., 1906-1907-1908.

NINA HALL, B. O., Instructor in Expression.

B. O., Lawrence School of Expression, 1909.

WILLIAM HARPER, Dean of the Conservatory of Music, and Instructor in Singing.

Mr. Harper has studied in this country with Courtney, Del Puento, Rivardo, and George Sweet. In Italy, with Buzzi Peccia. He has also studied with various masters in England. He has made several trips abroad for study; has held church positions in New York, and been for some years a concert and oratorio basso, singing with such artists as Sembrich, Nordica, and Louise Homer. Present position since 1907.

EDGAR BRAZELTON, Instructor in Pianoforte, Harmony, and History of Music.

Mr. Brazelton has studied with Emil Liebling, Frederick Grant Gleason, Edmond M. Chaffee, and William Lewis of Chicago, supplementing this work by a season in Paris and London. Director of Normal School Conservatory of Music, Marion, Ind., two years. Taught piano in Chicago Piano College one year. Conducted private school seven years. Concert and Lecture-Recitals one year. Lawrence Conservatory of Music 1909.

WILLY LEONARD JAFFE, M. B., Instructor in Violin.

Pupil of Cesar Thomson; first prize Liege Conservatory, Belgium; graduate of Hamburg Conservatory. Lawrence Conservatory of Music 1909.

JOHN SYLVESTER, Instructor in Organ and Harmony.

Studied Organ, Harmony and Composition at Oxford University, England, with Sarah F. A. Gore-Ouseley, 1877 to 1879. Received advanced certificate from the Tonic Sol Fa College of Music, London, England. Studied with Wilhelm Kuhe, London, and Dr. Hans von Bulow, Berlin, Germany. Also took a special course in interpretation, analysis and musical form with Ernst Pauer, London, 1881 to 1882. Professor of Music at Lawrence College since 1885.

MISS WINIFRED BRIGHT, Instructor in Pianoforte.

Has studied with Gertrude Merrick, Chicago; Clarence Sheppard, Oshkosh; and Adams Buell and Edgar A. Brazelton, Lawrence Conservatory. Present position since 1908.

MRS. EDGAR BRAZELTON, Instructor in Pianoforte.

Mrs. Brazelton graduated from Coe College Conservatory of Music, Cedar Rapids, Ia.; studied one year with Homer J. Grunn; taught piano in Brazelton Conservatory three years. Lawrence Conservatory of Music 1909.

MRS. LYDIA DUNN, Instructor in Voice.

Mrs. Dunn has studied for two years with Dean Harper.

MISS MAMIE NELSON, Instructor in Pianoforte.

Graduate of Lawrence Conservatory of Music.

MILDRED FAVILLE, Instructor in Public School Methods.

Studied in Chicago and Peoria, Ill.; Supervisor of Music in Public Schools of Peoria, 1905 to 1908. Present position since 1908.

MRS. ELSIE BUCK BOTTENSEK, Instructor in Painting.

Studied with Selina Clark, Professor Lydston, the Misses Dodge and Mrs. Frackelton.

AIMEE BAKER, Instructor in Drawing.

Studied in Art Institute, Chicago, Ill., and in Academy of Fine-Arts, Chicago, Ill.

ELSIE SMITHIES, Tutor in Latin.

ROLAND MARSH, Tutor in Mathematics.

ROBERT W. HARNESS, Assistant in Biological Laboratory.

JOSEPH E. THOMPSON, Assistant in Physical Laboratory.

NATHALIE SOUTHER, A. B., Assistant in Chemical Laboratory.

ERNEST COLBY, Assistant in Chemical Laboratory.

ZELIA ANNE SMITH, M. S., Librarian.

B. S., Lawrence, 1882; M. S., Lawrence University, 1885. Present position since 1883.

OTHO PEARRE FAIRFIELD, A. M., Secretary of the Faculty.

OLIN MEAD, B. C. E., A. M., Registrar.

COMMITTEES OF THE FACULTY

ATHLETICS—Professors Lymer, Farley, Treat, Catlin, and Mrs. Treat.

ATHLETIC BOARD OF CONTROL—Professor Treat.

CATALOGUE—President Plantz, Professors Corkhill, Fairfield and Youtz.

CLASS OFFICERS—Freshmen, President Plantz and Professors Naylor, Wright and Rosebush; Sophomores, Professor Farley; Juniors, Professor Trever; Seniors, Professor Lymer; Sub-Freshman, Professor Youtz.

CHAPEL ATTENDANCE—Professor Wright.

CHRISTIAN WORK—Professors Naylor, Ruff, Carter, and Corkhill.

COMMENCEMENT—Professors Rosebush and Treat.

DISCIPLINE—President Plantz, Professors Treat, Naylor, Rosebush, and Carter.

ENTRANCE CREDITS—Professors Youtz, Wright, and Farley.

ENTERTAINMENTS—Professors Rosebush, Garns, Eddy, and Corkhill.

LIBRARY—The Faculty.

ORATORY AND DEBATING BOARD OF CONTROL—Professors Garns and Rosebush.

SCHEDULE—Professor Youtz and Mr. Mead.

STUDENT LOAN FUND—President Plantz and Mr. Mead.

SCHOOL VISITATION—President Plantz, Professors Vaughan and Naylor.

SEATING—Professor Deming and Mr. Mead.

SOCIETIES AND FRATERNITIES—Professors Farley, Trever, and Corkhill.

STUDENTS' EMPLOYMENT—Professors Farley, Naylor, Gerechter, and Brinckley.

STUDENTS' AID AND TEACHERS' BUREAU—President Plantz, Professors Treat, and Farley.

GENERAL INFORMATION

Location and Equipment

LOCATION.

Lawrence University is situated at Appleton, Outagamie county, Wisconsin, on a bluff overlooking the Fox River. There is railway connection with all parts of the state. The Chicago and Northwestern, both Fond du Lac and Ashland divisions, and the Chicago, Milwaukee and St. Paul railroads pass through the city, and make close connections with the Wisconsin Central, Green Bay and Western, and St. Paul and Omaha lines. The new Green Bay and Northern railroad, now in process of construction, will probably reach Appleton in another year. There are electric railway connections with Green Bay, Fond du Lac, and intermediate points, and it is expected that in a few months the Fond du Lac line will be extended to Milwaukee.

The city of Appleton has a population of over 17,000, and is widely known for its natural beauty and prosperity. It is situated on high ground, cut by deep ravines, which gives not only picturesqueness but also healthfulness to the location. It is a city of schools, churches, and other institutions belonging to a well organized community. Few cities of its size afford equal musical and literary advantages, and few can boast so intelligent a people.

Appleton is an ideal college location, for it has the advantages of city life without the distractions and temptations of a great metropolis. Its semi-rural surroundings and the thoughtful, stimulating atmosphere of the com-

munity secure the seclusion and quiet so valuable to student life; at the same time the city is large enough to be visited by the best talent in the country.

CAMPUS.

The campus is ideally located, being situated on the north bank of the majestic Fox, where the business and residence sections join. It is within two blocks of the beautiful city park, within three blocks of the public library, and within three blocks of the principal Protestant churches. The campus is covered with great elms and oaks and is adorned with shrubbery; it is threaded with cement walks, and is regarded as exceptionally attractive. The trustees have recently extended it to the east and west by the purchase of adjacent properties. The buildings are for the most part located on the brow of a bluff which rises nearly a hundred feet above the river.

ATHLETIC FIELD.

The college owns an athletic field of about four acres, located some blocks to the northeast of the campus and within easy walking distance. It is on the interurban electric line between Appleton and Kaukauna, and within a block of the city line. It is a fine field for outdoor sports, and has been provided with a grand stand, bleachers and with a cinder running track.

BUILDINGS.

College Hall.—This building is a substantial stone edifice 120 by 60 feet and four stories high. It is in the classic style of architecture, and is much admired for its ideal proportions and imposing appearance. For many years it was regarded as the best college building in the

west. It was erected in 1853, and has for nearly forty years been practically covered by magnificent English ivy which adds much to its appearance. It contains lecture rooms for the work in language, history, literature, politics, and philosophy; a commodious chapel; and the halls of the men's literary societies.

Stephenson Hall of Science.—This building is named after the honorable Isaac Stephenson of Marinette who gave the largest subscription towards its erection. It was built in 1899 and is in the English classical style of architecture. It is constructed of gray pressed brick and Bedford sand stone and is four stories in height, basement being included. It contains over sixty rooms including offices for the professors, lecture rooms, larger and smaller laboratories, a photograph room, several dark rooms, spectroscope and constant temperature rooms, shop for repair of apparatus, a conservatory for growing botanical specimens, store rooms and an extensive museum. It is fitted with all the devices and conveniences which experience has found to be desirable and is admirably adapted to the uses for which it was designed. Men of eminence in science who have visited it have pronounced it one of the best science buildings in the country possessed by an institution of college rank.

Carnegie Library.—The erection of a library was made possible by the gift of $54,000 by Mr. Andrew Carnegie in 1905. The building, completed in the following year, is 70 by 100 feet, of gray pressed brick and Bedford sandstone, is two stories in height, and much admired as a fine specimen of modern classic architecture. The basement contains an unpacking room, repair room, magazine room, stack room, and two lecture rooms. On the first floor are a large reading room, a periodical room, a reference room,

a cataloguing room, the librarian's office, and a stack room. The second floor contains five seminar rooms and a lecture room which will seat 200 people. The stack room and wall space of the reading and reference rooms will accommodate about 100,000 volumes. The library is provided with vaults, dust flues, speaking tubes, book elevators to seminar rooms, and all the devices of the best modern library construction. The stack room is fire-proof. The interior of the library is finished in quartered oak, and the furniture has been designed to correspond in quality and style with the interior.

Alexander Gymnasium.—This building was erected in 1901 and is named after Mr. L. M. Alexander, the principal donor. It is 100 by 75 feet and contains a large gymnasium room 100 by 50 feet, surrounded by a gallery which also serves as a running track. Besides this room there are two offices, an apparatus room, a trophy room, a small assembly room, locker rooms for men and women, measuring rooms, bath rooms for both sexes, a swimming pool, and a bowling alley. The building is modern in its appointments and well adapted to the purpose for which it was erected.

The Observatory.—The Observatory was erected in 1892 and was largely the gift of the citizens of Appleton. It is an excellent two-story building, devoted to the use of the astronomical and mathematical departments. It contains a large lecture room, transit, computation and library rooms. It is equipped with transit-circle, ten-inch telescope, spectroscope, chronograph, sidereal and mean time Howard clocks, and other valuable instruments. Throughout the school year, with the exception of the winter months, the Observatory is open to visitors each Wednesday evening from 8 to 10 o'clock. Special arrangements may be made with high schools or out of town parties.

Ormsby Hall.—Ormsby Hall, the gift in large part of the late D. G. Ormsby of Milwaukee, is a beautiful stone and brick building used as a dormitory for women. It was originally erected in 1889, but was rebuilt and enlarged in 1906. It is heated by steam, lighted by gas and electricity and is provided with all modern improvements and conveniences. It contains dormitory rooms sufficient to accommodate 130 women, large and beautiful parlors, rooms for the Dean of Women and her assistant teachers, hospital rooms, a very commodious dining room which will seat 175 persons, and other rooms usually found in such a structure.

Ormsby Annex.—This building adjoins Ormsby Hall and provides additional dormitory accommodations. It is heated by steam, lighted by electricity, and has all modern conveniences.

Lawrence House.—This is an additional dormitory for women and is located about half a block from Ormsby Hall. It is heated by steam and lighted by electricity and furnishes excellent accommodations for roomers.

Peabody Recital Hall.—Peabody Recital Hall, the gift of the late George F. Peabody of Appleton, is a beautiful stone building which was erected in 1909. It is the administration building of the Conservatory of Music and contains the offices, reception rooms, studios of the different professors, a lecture room, and a recital hall which will seat four hundred people. The building is well arranged, and well equipped with musical instruments.

Practice Building.—In 1906 the trustees purchased a commodious building for the Conservatory. Since the erection of Peabody Hall it is used as a practice building. It contains a large number of rooms and is well equipped with high grade pianos and other musical instruments.

This building with Peabody Hall, described above, provides superior accommodations for the department of music.

President's House.—An excellent residence has been erected on the college grounds for the use of the president.

Heating Plant.—The college owns a central heating plant by which the different buildings are heated.

Men's Dormitory.—Money is now being raised to erect a men's dormitory which will be built in the near future.

A commodious residence has been bought which accommodates between thirty and forty boarders and is called after the college colors, "The Blue and White Club."

Chapel.—Two years ago the students started a fund to erect a chapel as a memorial to the late Helen Fairfield Naylor. This was increased by friends of the institution and now amounts to $19,000. It is hoped that by the end of the present college year enough money will be in hand to render the erection of this building possible.

LIBRARIES.

The College Library.—The library is housed in a building erected in 1906 by the generosity of Mr. Andrew Carnegie, and provides superior accommodations for library work. It was endowed in 1850 by Mr. Samuel Appleton of Boston, Mass., who gave $10,000 for its support. By judicious investment this gift has been increased to about $20,000. The income from this fund and the money received from a student library fee, together with the profits of the college book store, are used in the maintenance of the library. Appropriations are also made occasionally from the general funds. The library is arranged according

to the Dewey decimal classification, contains over 26,000 books and 9,000 pamphlets, and has very complete subject and author card indexes. It is open throughout the day, including Saturday forenoons. The librarian and her assistants are always ready to render any possible assistance to inquirers. The use of the library is extended to persons in the city of Appleton who comply with certain necessary conditions. Free access to the shelves of the reference room is permitted.

The reading room is large and attractive and supplied with the best foreign and American periodicals.

The college especially solicits gifts of books, pamphlets, and scientific papers from the graduates of the institution and from its friends.

The Jones Memorial Latin Library.—This library is established in memory of the late Prof. Hiram A. Jones, who for forty-four years held the chair of Latin Language and Literature. It adjoins the Latin lecture room and is beautifully fitted up by the generosity of friends and former students. It contains about 1,200 volumes of reference works, and is open to advanced students of the Latin department.

Department Libraries are provided for most of the departments, especially those of mathematics, chemistry, physics, biology, and geology.

The Free Public Library of the city of Appleton, within three blocks of the college, is open to the use of students. It contains over 10,000 volumes.

MUSEUM.

The Museum is located on the fourth story of the Stephenson Hall of Science, where it has commodious accommodations. The collections are arranged with special ref-

erence to educational use, and are accessible to students. The natural history collection covers a wide range and is exceptionally complete, especially in the collections of corals, sponges, echinoderms, shells, birds, algae, fungi, lichens, mosses, and ferns, both native and foreign.

The herbarium comprises several thousand specimens, representing the flora of the state, various parts of the United States and foreign countries.

The mineralogical collection is especially fine and extended. It has many rare specimens secured by gift and purchase.

The paleontological collection is large and contains specimens representing the various geological horizons, some of which are very rare and valuable; those of the coal measures are especially fine and complete.

Some years ago the college purchased the extensive conchological collection of the late Dr. Henry Brown, which is one of the most extensive collections of the kind owned by any college in the United States. The anthropological collection contains a variety of relics and specimens obtained from various countries. The collection illustrative of the civilization of the Incas is especially complete. It has been enriched from time to time by gifts of friends and alumni residing in various parts of the world, especially those in missionary fields. There is a special alcove set apart for the relics of American history and it contains a number of valuable specimens.

The Museum has the nucleus of a collection of American curios, which it is desired may be increased by other donations.

NATURAL SCIENCE LABORATORIES AND EQUIPMENT.

The Chemical Laboratories.—The Chemical Department occupies the basement and first floors of the west half of the Stephenson Hall of Science.

On the basement floor is a laboratory for general inorganic chemistry fitted with desks and lockers for sixty-four students, each desk equipped with gas, water, and all needed apparatus for the first year course. This laboratory has special ventilating pipes and chambers at the desks, an additional draught chamber room adjoining, with good ventilating flues, and also a special room opening into the main laboratory fitted with agate-bearing balances for use in general chemistry. The general supply room for the department opens into this laboratory. On this same floor are located an organic laboratory with desks for sixteen students; a room for organic combustions with combustion and bomb furnaces; a room for the fire assay of ores, and electrolytic analysis equipped with a gasoline assay furnace and electrolytic apparatus. Separated from these laboratories is a room for water, food, and gas analysis with adequate equipment for necessary work in these lines.

On the first floor are located the lecture room especially well lighted and fitted with raised seats; a laboratory for analytical chemistry accommodating forty-eight students, with an adjoining reference library room; a balance room containing among other balances several high grade chemical balances of the Staudinger and Becker types, a barometer, and a case filled with material for purposes of illustration in the lectures; a private laboratory for the instructor; a spectroscopic and polarimeter dark room containing a Kruss spectroscope, a Frick polarimeter and saccharimeter and other apparatus necessary for these lines of work. The general equipment is adequate for special

lecture demonstrations and the supply room is furnished with refined chemicals and apparatus for analytical, organic, or research work.

The Physical Laboratories.—The rooms available for the work in Physics are situated on the first and second floors of the Stephenson Hall of Science. The building stands on the north bluff of the Fox River, so that the lower floor is dry and well adapted for laboratory purposes. On this floor are a large laboratory, capable of accommodating twenty-five students at one time, a smaller laboratory, a constant temperature room, a dynamo and motor room which is also used as a laboratory, a large dark room, storage battery room, a magnetic laboratory and a good shop.

On the second floor is situated a well furnished recitation room equipped with gas, electric light, water and steam supply, Colt projection lantern, curtains for darkening the room, etc. On this floor, too, are the office and photographic dark room, the photometry room, balance room, departmental library room, one large and two smaller laboratories and the apparatus room.

The department is well supplied with high grade apparatus from the shops of the leading manufacturers, both domestic and foreign.

The library is up to date, and additions are being made from time to time of those books which are most valuable for the student's work.

The Biological Laboratories.—The rooms of this department, which occupy the second floor of the science building, include a large and well equipped lecture room, office of the professor, dark room, store room, preparation room, culture room, histological laboratory, two large laboratories, and a department library. The tables and other

furniture are of the most modern type. Each of the large laboratories contains a large aquarium. The department is equipped with a complete line of microscopic slides, lantern slides, projection microscopic stereopticon, opaque projection lantern, charts, models, compound and simple microscopes, of the best American and European makes, a full line of apparatus for histological, physiological and bacteriological work and demonstrations. Each student has his own desks and lockers, simple and compound microscopes, and other instruments and apparatus needed for individual work. Each of the laboratories is equipped with a complete line of reagents.

In addition to the laboratories there is a room with special heating and lighting for experimental plant physiology and the growth of material for class work.

The Museum contains a complete line of material illustrative of both invertebrate and vertebrate forms. The herbarium is large and comprehensive both as to the range of territory covered and the number of species represented.

The Mineralogical Laboratory.—The Department of Geology and Mineralogy is located on the second floor of the Stephenson Hall of Science. It includes an office for the professor, a lecture room, store room, and a large and a small laboratory. The lecture room is equipped with a stereopticon, maps and other illustrative apparatus. The laboratories are especially designed for the chemical and physical study of minerals, of which the department has an extensive equipment, including an excellent government collection. A state check list consisting of several thousand fossils representative of the Palaeontology of Wisconsin is at the disposal of the department, and an exceptionally large conchological collection is also available for

study. The reference library receives the latest publications of the Wisconsin and National Geological Surveys.

MATHEMATICAL AND ENGINEERING EQUIPMENT.

The Observatory is used for instruction as well as observation, and is well equipped for the purpose. The department is provided with models, transits, levels, theodolite, plane table, surveyor's compass, sextants, current meter, aneroid and mercurial barometers, polar planimeter, rods, pickets, tapes, chains, drawing instruments, etc., and a good mathematical library.

For the purpose of studying Astronomy few institutions of equal rank have so complete an outfit open to students. The Observatory is fitted with a ten-inch equatorial and four-inch meridian transit by Clark, both lighted by electricity; three Howard clocks, a mean time, a sidereal and an electrical; sidereal chronometer, chronograph, polarizing helioscope, position micrometer, spectroscopes, a standard barometer, together with many smaller instruments.

ADMINISTRATION AND ORGANIZATION

PURPOSE.

Lawrence enjoys the reputation of being a high grade college. The end sought in its work is not specialization and the training of the investigator, but general culture. The effort is made to impart information, give thorough discipline, and develop correct habits of observation and reflection. It is not intended to prepare men for any of the special occupations and professions, but to make them ready to enter upon professional courses by affording a good general education and careful preliminary training.

IDEALS.

The ideal entertained by the founders of the institution is the development of manly and womanly character, based on a true estimate of moral values and a proper appreciation of religious motives. No attempt is made to influence denominational preferences or impart sectarian tenets. The charter especially provides that " no religious tests shall ever be exacted of trustees, teachers, or students;" but while free from sectarian bias, the instruction exalts those great religious ideals and conceptions which have proved the most potent factors in the development of the highest type of Christian manhood and womanhood. The college does not consider that its work is simply to train the intellectual faculties; but believes that it should with this, both develop the moral character and cultivate

the spiritual life. It seeks to prepare men not simply for business success, but for "complete living,"—for all the responsibilities that life in human society may bring.

GOVERNMENT.

The discipline of the institution is administered with firmness and impartiality. It aims to develop self-control, manliness and womanliness, and a generous public spirit; to induce such a high moral sentiment as will be in itself a powerful governing force in the school community.

Every student admitted to college is expected to obey its rules and regulations; to conduct himself with propriety; to be diligent in study, respectful to the faculty, courteous to his fellow students, law-abiding in the community. The frequenting of saloons, pool rooms, and resorts of a questionable or immoral character is strictly forbidden. Students found guilty of disorderly conduct or low vices of any kind, will be subject to such discipline as the faculty may deem the case merits. Hazing in all forms is strictly forbidden on pain of expulsion. In minor offences admonition on the part of the authorities is often sufficient, but suspension and expulsion are resorted to when other means of correction fail.

Students whose conduct proves them to be at variance with the methods and spirit of the college, or who do not attain a satisfactory standing in their classes may for the obvious good of the school, be dropped, even though no specific offense meriting expulsion or suspension be charged against them.

While impertinent informers will not be encouraged, it is expected that when young persons are exposing themselves to permanent harm, high-minded students will be governed by the dictates of conscience and common sense, rather than by any false sense of honor, in the disclosure of

facts. In case of injury to persons or property, or of gross immorality, the same principle will be observed respecting the requiring of testimony as prevails elsewhere in civil society.

At Ormsby Hall a system of self-government based on the honor of the student prevails. Authority is vested in a central committee of nine, assisted by a number of proctors in each building. This council receives complaints and pronounces judgment such as in its opinion the case merits. Certain matters are reserved to the Dean of Women for determination.

STUDENT COUNCIL.

A student council, composed of representatives of the four college classes, has charge of certain matters of discipline, such as the enforcement of the honor system in examinations, the management of "All College Day" with its contests between the Freshmen and Sophomore classes, and other matters which are presented to it by the faculty. The Student Council serves as an agency by which student sentiment may be expressed to the management of the college, and through which the plans and desires of the authorities may be conveyed to the students.

LEAVE OF ABSENCE.

A student who desires to be absent from the city during term time should apply to the president for permission and unless the circumstances of the case render it impracticable, such permission must be obtained before the student's departure. Absence from classes thus occasioned will only be excused when a leave of absence has been properly secured.

MORAL AND RELIGIOUS LIFE.

Lawrence is a Christian, not a sectarian college. The trustees and teachers represent different denominations. Students from all churches, including Jews and Roman Catholics attend. The religious life of the institution is on the broad basis of Christian fellowship without reference to denomination or creed. Membership in the student Christian organizations is conditioned only by Christian character. Officers in these associations are chosen solely for the qualities of Christian leadership which they possess.

Lawrence is a Christian community. About eighty per cent of the students are professing Christians. There are twice as many religious services at Lawrence each week as the average church offers its constituency. The intellectual, social, and athletic activities are dominated by the Christian spirit. The religious life is the most vital factor of the institution. We know no college where the religious tone is higher.

From the first day until the end of the college course *the religious helps are many and constant.*

1. New students are welcomed at incoming trains by reception committees of the Young Men's and Young Women's Christian Associations, and in every way that kindly courtesy can suggest the opening days are made pleasant for the newcomers.

2. There is a daily chapel service throughout the year. Since it is a matter of common experience that we all need more or less stimulus for regularity at religious services when under the constant stress of class preparation, chapel attendance is required of all students. Ten absences are permitted each semester.

3. Students are required to attend at least one preaching service and one other religious service each Sunday.

Every student indicates at the beginning of the year the church preferred. He is expected to attend that church regularly.

4. Prayer meetings are conducted by the president on Wednesday evenings of each week.

5. College vespers are held in the chapel one Sunday afternoon of each month. The service is distinctly collegiate in character and spirit, the aim being to combine dignity, simplicity, and spirituality.

6. The Christian Student Associations conduct devotional services for men and women simultaneously at 6:30 o'clock Sunday evenings. These meetings are wholesomely attractive. In them the right living and high thinking of the college community crystallize.

7. Special religious services under the auspices of the college or the Christian associations are frequently held.

8. Some of the best religious work of the institution has been accomplished through prayer circles maintained for a part of each year among congenial groups of students.

9. From fifteen to twenty Devotional Bible Classes, open to all students, are conducted throughout the year by the Christian associations.

10. A missionary reading and lecture course, and missionary meetings at the Christian associations offer inspiring views of world-wide Christianity.

11. All teaching at Lawrence is from the Christian point of view, a most important consideration, since the character of the instructor is a great factor in education.

12. Lawrence offers an exceptionally large number of optional courses in the Bible and religion. These courses are presented not from the standpoint of a theological school, but as essential factors in the liberal culture of twentieth century men and women.

SOCIAL LIFE.

Special care is taken to make the social life of the college helpful and interesting. Indeed, it is recognized that this is a valuable part of a student's training. Many persons count their college acquaintances and enjoyments as among the most valuable features of college life. The social events are largely in the hands of the students, and are held under the auspices of the college classes, and the various organizations of the college. The Y. M. C. A. and the Y. W. C. A. give occasional receptions, as do the literary societies. The fraternities and sororities are social organizations highly regarded by the students. A wholesome social atmosphere pervades the institution, and college life at Lawrence is enjoyable as well as intellectually advantageous.

ATHLETICS AND PHYSICAL CULTURE.

Especial attention is paid to the health of students. All Freshmen and Sophomores are required to take work in Physical Culture under competent instructors for men and women. Soon after the students enter they are subjected to a careful physical examination and exercises in the gymnasium are prescribed especially appropriate of their needs. The taking of physical exercise on the part of all the students is encouraged and the gymnasium is open from 9 A. M. and the director or his assistant is in attendance to render service or advice. Various games are organized, and students divided into teams to contend in them. Outdoor sports are encouraged. Teams for foot-ball, base ball, tennis, track and other field athletics are regularly organized. While the emphasis is not so much on the production of expert teams as the cultivation among the students of a love of outdoor life and sport, the stu-

dents have been exceptionally successful in their athletic contests with other colleges. The athletics of the college is under the management of an athletic board with faculty representatives, and this is subject to the Faculty Committee on Athletics. A gymnasium fee is required of each student which gives him the use of a private locker, a physical examination, and all the privileges of the gymnasium. Students who are below grade in more than one course cannot compete in any intercollegiate contest and students who are below in more than two courses must drop out of all athletic teams until their work has been made up.

LIVING EXPENSES.

Living Expenses for Men.—The most important item of expense for the student is the cost of living. Every effort is made by the college authorities to reduce this to the smallest amount possible. The college has one house where rooms are furnished men, and has secured a site during the present year on which, in the immediate future, it expects to erect a modern dormitory. Rooms can be secured in private families at from fifty cents to two dollars a week, according to location and accommodations. There are four fraternity houses, where between sixty and eighty students live.

In student clubs board is furnished for from $2.00 to $2.75 per week; and board in families can be secured at from $2.50 to $4.00. Some students have private clubs and reduce their expenses to $2.00 per week. Others board themselves at even a lower figure.

The necessary expenses for one year (exclusive of clothing, traveling and laundry) are as follows:

	LOW.
Tuition and incidental fees	$ 46.00
Gymnasium fee	3.00

Library fee	2.00
Books	8.00
Table board	75.00
Room rent	18.00
Total	$156.00

LIBERAL.

Tuition and incidental fees	$ 46.00
Gymnasium fee	3.00
Library fee	2.00
Books	20.00
Table board	100.00
Room rent, heat and light	36.00
Total	$211.00

Personal expenses depend so largely on the habits and tastes of students that the college makes no attempt to estimate them. Those who wish to be economical need not spend much in excess of what is outlined above. Students who enter largely into the social life of the college and community will naturally spend considerably more. Few students will find it necessary to expend more than from $200 to $300 a year and they can get through on from $175 to $225. Students who board themselves privately or in clubs often bring their expenses within $150 a year. No discriminations are made against students who earn their own way.

Living Expenses for Women.—The women students live and board in Ormsby Hall, in the Ormsby Annex, or in Lawrence House. The Hall is in charge of a competent matron and dean, who carefully consider the needs of the residents. Applications for admission should be made early, and should be accompanied with a deposit of $5.00, without which no room will be reserved. If a room is engaged and the matron is notified to cancel it before

August 15 the deposit fee will be returned, but in no case if the notification is received after this date. *Students who are permitted to leave the Hall before the close of the semester will be required to pay the room rent till the end of the semester.*

Payment for room and board must be made on the first Tuesday or Wednesday of each month, and after ten days thereafter an extra charge of $1.00 per week will be made as long as the bill remains unpaid, unless special arrangements have been made to postpone payment. The three buildings furnish accommodations for about one hundred and fifty women. The buildings are heated by steam, lighted by gas and electricity, and have all the modern improvements. Rooms are furnished with bedsteads, springs, wool mattresses, table, chairs, bureaus, washstand, mirror, bowl, and pitcher. Other articles students will provide for themselves. The floors are oiled or painted and may be so used, unless the student prefers a rug or carpet. Rooms in the Hall (including heating, light, washing of towels, napkins, and bed linen not to exceed six pieces) are from $16 to $27 per semester, according to the room taken; seventy-five cents per week will be charged extra for students who room alone. Table board is $3.00 per week. Reductions are not made for absences less than one week in extent. Women from abroad are required to board in Ormsby Hall, unless for *adequate reasons,* at the request of their parents or their guardians, they are excused to board elsewhere. Occupants of rooms will be required to pay promptly for any damages. Students must pay for all laundry, except napkin, towels, and bed linen not to exceed six pieces per week. It is requested that all linen be plainly marked.

An average estimate of living expenses for women who

board and room in Ormsby Hall with heating, lighting, and washing included, is $70 per semester.

Students who board themselves reduce their expenses for board to below $100 per year.

This estimate does not include tuition or incidentals which would be the same as that estimated above for men, nor does it include personal expenses.

SELF HELP.

The college seeks in every way to assist students of limited means to secure an education, and is able to give employment to a few in taking care of the buildings and grounds. The number who can be thus assisted is, however, very limited. There is opportunity for many more to find work in the city, and many of the men students can earn their expenses wholly or in part in this way. They are employed in various occupations and trades, such as bookkeepers, stenographers, clerks and watchmen in stores; janitors of churches, offices, and public buildings; helpers about private dwellings; chore boys, waiters at clubs and hotels; delivery men, collectors, agents, teachers, typewriters, and so forth. It is seldom that an energetic and faithful young man fails to find work. The faculty has a committee from its number which seeks to find employment for students, and the Y. M. C. A. also endeavors to perform the same service through its employment bureau. Remunerative work, however, can seldom be arranged for in advance of the student's arrival, as few men wish to employ students without seeing them personally. As the student becomes better known his chances for self-help are increased, and if he be a good worker and faithful, assured. No student, however, should endeavor to carry his studies and pay his own way, unless it is absolutely necessary, as it

is an interference with the best school work and is besides a physical strain.

LOAN FUNDS.

There is a small fund, the gift of several benefactors, which can be loaned to such young men as the president may deem most worthy.

Mr. D. G. Ormsby left a fund which his widow substantially increased since his death, from which $50 a year is loaned to any young woman in the College of Liberal Arts who needs assistance. The loans are made on non-interest bearing notes with indorser, and are to be paid at such a time as is agreed upon.

The Educational Society of the Methodist Episcopal Church makes an annual appropriation to Lawrence of from $2,000 to $2,500, which the college can loan to needy students who are members of that denomination. Loans are made in varying sums, according to the needs of the individual and the number of applicants. Students can usually secure from $50 to $100 a year. The loans are without interest and do not become due until two years after the student leaves college. Additional funds to assist needy students are much desired. The attention of the benevolent is called to this opportunity to help aspiring and worthy young men and women.

SCHOLARSHIPS.

1. No tuition will be charged any student owning a Perpetual Scholarship, or any student presenting a written order from the owner of such a scholarship authorizing its use by said student. In the use of a scholarship, however, it is always to be understood that the scholarship is to be presented; and further, if the scholarship has passed from the hands of the original owner, said scholarship must show

the transfer properly endorsed. The use of a scholarship cannot be sold by the owner, and can only be assigned to the student as a free gift. This does not refer to scholarships offered by the college as prizes, but to scholarships which were formerly sold by the trustees to increase endowment.

2. Lyman A. Jones Scholarship—the income of $1,000.

3. Samuel A. Jones Scholarship—the income of $2,000.

4. Tuition Scholarships—limited in number but providing free tuition, at the discretion of the faculty.

5. McMullen Scholarship.—This scholarship was founded by John C. McMullen of Oakland, Cal., a member of the class of 1880. It is bestowed "at the discretion of the president upon any worthy student having promise of future usefulness, and who is studying in either the department of mathematics, science, or philosophy." The income of the endowment of this scholarship amounts to about $75 a year.

6. Helen Fairfield Naylor Scholarship.—This scholarship was founded by Mrs. Naylor's last earnings before she was married. In view of its source the scholarship will be annually awarded to students (preferably Juniors) who have exceptional records for character and scholarship and who are at least partially dependent upon their own resources in securing an education. It is hoped that all recipients will become Mrs. Naylor's co-helpers of future worthy students by returning to the fund within a few years after leaving Lawrence, the amount which they have received. The original endowment of $1,000 may thus be increased from year to year and the number of students helped be multiplied. The awarding of this scholarship will be made by the president of the college and the professor of Biblical Literature.

7. The University of Wisconsin has granted the faculty of Lawrence College the right to nominate one scholar each year for graduate work. The income of this scholarship is $225.

8. The Rhodes Scholarship.—This scholarship is granted the colleges of Wisconsin, and is obtained by competitive examinations. Any male student not less than nineteen, nor more than twenty-four years of age may take the examinations. The papers are examined at Oxford, and from the successful candidates, one is chosen by a Wisconsin state committee. This scholarship is worth $1,500 a year, and is for three years.

9. Freshman Scholarships.—Four scholarships of $100 each will be awarded to freshmen on the basis of a competitive examination, held a few days after the opening of the fall semester, in the high school subjects of English, Latin, and Mathematics. These scholarships are called the Norman Brokaw scholarship, the John McNaughton scholarship, the Herman E. Saecker scholarship, and the Lawrence scholarship. All students regularly matriculated in the college as freshmen without entrance condition, and enrolled as members of the classes in the above subjects, will be eligible to participate in the competition. The successful candidates are to continue to be acceptable in character and demeanor and to maintain their high class standing throughout the year, under penalty of forfeiting their scholarships.

PRIZES.

Annual Prizes have been established in this institution as follows:

1. The Lewis Prize.—This prize, founded in 1865, by Governor J. T. Lewis, is bestowed upon the student making the best record in scholarship and deportment dur-

ing the year. This is open to students in the department of Liberal Arts.

2. The President's Prize.—This prize is for excellence in declamation, and is open to Juniors and Sophomores.

3. The College Prize.—This prize is for excellence in oratory, open to members of the Junior class. All orations must be handed in by the first week in January.

4. The Tichenor Prize.—The prize founded by Charles O. Tichenor, A. M., of Kansas City, Missouri, is the income of $1,000 invested for that prize, and it is to be awarded during the second semester of the Senior year to the student who has made the greatest advancement in English Literature during the course.

5. The Brooks Prize.—This prize is awarded to that member of the Sophomore class who shall attain the highest proficiency in the Greek Language and Literature. The prize was founded by Prof. Jabez Brooks, D. D., of the University of Minnesota.

6. The Hicks Prize.—This prize is awarded to that member of the Sophomore class who shall write the best English composition. This prize was established by Hon. John Hicks, of Oshkosh.

7. Two prizes for work in Latin: (a) The McNaughton Prize, given by John McNaughton, is awarded to the student who shall attain the highest proficiency in the work of the Sophomore year; (b) The Peabody Prize, given by George F. Peabody and now endowed by Mrs. Emma Peabody Harper in honor of her father, is awarded to the student who shall attain second rank in the work of the Sophomore year.

STUDENT ORGANIZATIONS.

Literary Societies.—There are five literary societies connected with the institution, viz.: the Phililathean,

Phoenix, and Euphronia for men, and the Athena and Lawrean for women. The societies are in a prosperous condition, and most of the students avail themselves of the advantages offered. The halls are provided by the University, but are well furnished through the liberality of the members and friends. The societies meet every week for literary and oratorical improvement, and occasionally give public and literary entertainments.

Fraternities and Sororities.—There are four fraternities and four sororities connected with the college. The fraternities are well located in private houses—either owned or rented—and all have members of the faculty associated with them as honorary members. The sororities are strong and hold their sessions within the woman's halls. Both associations are important factors in the social life of the college.

College Club.—At the beginning of the fall semester, 1904, an organization was perfected which unites the Athletic Association, the Oratorical and Debating League and the Lawrentian Publishing Association, and which is known as the College Club. The object of this club is to "unite the students, faculty, alumni and friends of the college in the support and management of athletics, oratory and debate, and the Lawrentian, and to extend the influence of Lawrence College." Any student, alumnus, member of the faculty or friend of the college may become a member of the College Club, and membership is necessary to make one eligible to hold office or have a part in the management of any of the activities enumerated as coming under the club's jurisdiction. Separate boards of control are elected by the club, which have immediate control and supervision of each of these interests.

The Board of Control of Athletics consists of eleven members, representing each phase of the club membership. All athletics, such as football, basketball, baseball, Pentathlon and track and field events are conducted by this board. This work is carried on in connection with the regular required courses in Physical Training.

The Board of Control of Oratory and Debate is similar in its organization, to the Athletic Board, and has "full charge and supervision of the oratorical and debating interests of the college." It provides for the carrying out of the regulations of the Wisconsin Intercollegiate Oratorical Associations, and arranges for all preliminary and intercollegiate oratorical contests and debates which are a regular feature of the life of the college, and in connection with the forensic department of the college, aims to promote a keen interest in the art of public speaking.

The Board of Control of the Lawrentian consists of ten student members of the club which constitute the editorial staff. This board has full charge and supervision of the financial and literary policies of the Lawrentian.

Language Clubs.—1. A German club has been organized under the direction of the Department of Modern Languages, and has been productive of most satisfactory results. Conversation in German is expected of all the members and German literary programs are rendered.

2. The Modern Language Department has also organized a Cercle Francais for those desiring more practice in speaking French, than is possible in the class room.

3. A Latin club is conducted under the auspices of the Latin department and aims to promote an interest in the life, literature, and antiquities of the Romans. The programs rendered are miscellaneous in character, consisting

of papers, Latin dialogues, Latin recitations, Latin songs, and translations from the Latin into English prose and verse.

Science Club.—A Chemistry club has been organized for the purpose of acquainting the students with the latest investigations in Chemistry and stimulating interest in this branch of science. Meetings are held on the first and third Thursday evening of each month. Special topics are prepared by the students, and magazines and reports of Chemical societies reviewed.

The Preachers' Club.—The president of the college meets weekly young men who expect to enter the ministry and discusses with them sermonizing, pastoral work, the best books which appear, and other matters relating to their intended calling.

The Philosophical Club.—This is an organization of members of the faculty, citizens, and students. It meets monthly when a paper is read and a general discussion is held. The aim is to arouse interest in philosophic themes and to keep the members informed on the latest developments in philosophic thought.

The Woman's League.—This is an organization for the purpose of bringing together socially the women of the faculty and the young women of all departments of the university. Receptions and other social events are given by the league during the college year.

Musical Organizations.—There are several musical organizations such as the Glee Clubs, quartettes, the College Band, and the Mandolin Club, which are under the supervision of the faculty of the Department of Music. The musical director must be informed of all trips and public performances planned by any of these organizations,

and consent must be obtained before arrangements are completed. Under no circumstances will concert dates be allowed to conflict with examinations or to interrupt the regular literary work of the students. Those who are found deficient in their studies will not be permitted to continue their connection with any of these organizations.

PUBLICATIONS.

The Lawrentian is published by the College Club. The editorial staff is composed of members of the four college classes, and the paper forms a leading feature of the literary and social life of the college.

The Ariel.—The Ariel, a publication of about two hundred pages, profusely illustrated, issued yearly by the Junior class, is a spicy account of the events of the year at Lawrence.

The Lawrence Bulletin.—The Lawrence Bulletin is published by the college monthly, and is intended to discuss topics of interest to the friends of the college and educational questions of importance to the general public. It contains items of college news, represents the work of the departments, and sets forth the plans and aims of the college management. It will be sent gratis to anyone upon application.

The College Catalogue.—The college publishes a yearly Catalogue in which a full description of the work of the institution is printed. The Catalogue is sent free on application.

The Alumni Record.—An Alumni Record is published which has much historical matter and a biography of each alumnus. The cost of this publication is one dollar.

The Lawrence Latinist.—This is a publication issued by students in the department of Latin. It is published irregularly each year and contains Latin poems and compositions by students, translations and information of value to students of the Latin Language and Literature.

TEACHERS' BUREAU.

Four years ago a bureau was established to assist former graduates and students about to graduate in securing positions as teachers in colleges, academies, and in the public schools. Its work has been eminently satisfactory, and many persons have found excellent positions through its agency. A careful investigation is made concerning vacancies, and candidates are placed before the appointing authorities with full information and recommendations. It has been difficult to supply the applications which have come in for teachers, especially in science and mathematics. Interested persons should address Prof. J. H. Farley, secretary.

EXTENSION LECTURES.

The professors of most of the departments are prepared to give single or course lectures upon subjects connected with their departments. Several of them have also popular lectures on general themes. These lectures are not technical but are designed for general audiences. They are especially adapted for high schools, and the attention of principals is called to this fact. Several professors are in demand for high school commencements, and are ready to accept invitations for such occasions. A small charge is made for this work. Persons interested may address the president, who will send a list of speakers together with their subjects and terms, as well as other information which may be desired.

PUBLIC LECTURES.

Various public addresses and lectures, single or in courses, are delivered before the students each year. Opportunity is thus afforded to hear many of the ablest public men of the time. Members of the faculty also occasionally deliver public lectures, which are open to the student body as well as members of their classes. During the past year the following eminent speakers addressed the students: Charles Seymour, of New York; Prof. Thomas G. Trueblood, of the University of Michigan; Hon. S. C. Cary, Superintendent of Public Instruction; Rt. Rev. C. C. Grafton, of Fond du Lac, and Rev. Henry Colman, D. D.

There are two excellent lecture courses each year in the city in which the best talent in the country is engaged, and which are attended largely by students. There are also two exceptionally strong musical courses in which the greatest artists appear. The Conservatory of Music has a course of musical entertainments and concerts for which the most celebrated musicians of the country are secured.

ALUMNI ORGANIZATION.

The alumni of the college are organized in a general society which elects its officer at its annual meeting during Commencement week. There is also a state organization which meets annually, usually holding a banquet during the session of the Wisconsin State Teachers' Association. There are also alumni organizations in New York and in Chicago.

COLLEGE OF LIBERAL ARTS

General Regulations

THE COLLEGE YEAR.

The college year is divided into two semesters of eighteen weeks each. The first semester opens on the second Wednesday in September. The second semester will begin on the first Wednesday of February. The studies of the college have been so arranged that students can begin their course with the second semester; but persons wishing to enter at this time should come to Appleton not later than the first Tuesday in February, as the recitations will begin Thursday morning, and all arrangements for books, etc., as well as registration, must be made before that time.

There are two regular recesses during the college year, one at Christmas and one during the latter part of March. The Christmas vacation begins the Wednesday noon before Christmas and closes at noon on the Wednesday after New Years. There is no recess between the first and second semesters.

REGISTRATION.

Each student must present himself at the office of the registrar on the Tuesday or Wednesday preceding the beginning of each semester. He will bring two cards made out by his class officer containing the studies he is to pursue (and on the basis of this his term dues are determined). One card is countersigned by the registrar and becomes an admission card to the classes which are indicated on it. No teacher will enroll a student in his class unless the entrance

card is presented properly countersigned by the class officer and registrar. These cards must be returned to the registrar after having been signed by the teacher. Students who neglect to register before 9 A. M. Thursday morning will be charged an extra fee of $2.00, and will be marked absent for all recitations missed in each class which they subsequently enter. In registering the student must leave with the registrar a list of any credits from secondary schools or other colleges he may have attended, and he shall fill out and deposit a blank card containing his full name, home and city addresses, and other desired information.

FEES.

Expenses have been reduced to the lowest possible amount for the advantages offered, and cover but a minor part of the cost to the institution of the student's instruction. The regular charges per semester are as follows:

Tuition	$ 3.00
Incidental	20.00
Graduating fee	10.00
Library fee, per semester	1.00
Gymnasium fee, per semester	1.50
Examinations at other than regular times	1.00
Physics	3.00
Chemistry	5.00
Biology	3.00
Botany	3.00
Mineralogy	3.00
Physiology	2.00
Surveying	2.00
Astronomy	2.00

Students taking more than seventeen hours work per week will be charged one dollar and fifty cents for every additional hour. Students taking less than regular work are charged one dollar and fifty cents per hour.

Students doing work *in absentia* will be required to pay seventy-five cents for every hour of work taken.

All bills *must be settled in advance,* and when they are not paid within the first three weeks for any cause $1.00 extra per week will be charged.

No bills are made out for less than half a semester, and then only when the student does not expect to remain through the semester. College students absent for a semester or part of a semester and still continuing with their classes will be charged the regular semester fees.

Students' bills are two dollars more when they enter after the regular registration days.

No student can have an honorable dismissal, or certificate of progress in his studies, until his bills are paid or payment thereof guaranteed.

No money will be refunded to a student who leaves before the close of the semester. An exception to this rule is made in the case of a student who is excused from his classes during the first half of the semester on account of his own illness. In this case, the student will pay for the time of actual enrollment at the rate of $3.00 a week, and the fee for the remainder of the term will be refunded.

LIMITS OF WORK ALLOWED.

Students doing full work are expected to take sixteen hours each semester. They are not permitted to take less than fourteen or more than seventeen hours without special permission of the faculty. No student, except he be in engineering courses, can take more than seventeen hours the first semester he is enrolled, and cannot subsequently unless his average standing during the preceding semester is A. An exception is made in the case of Juniors and Seniors who are behind their respective classes, the former

being permitted at the discretion of the faculty, two hours extra per semester, and the latter being granted such work as the faculty may determine. Special students may take such work as may be arranged for with the president.

CLASS OFFICERS.

Every student is under the supervision of some professor appointed by the president to act as his class officer. There is one or more such officers over each class, and those appointed continue with the class until it graduates, except that all Freshmen come under the supervision of the president. The class officers watch the work of the students under their charge, receive reports from their teachers, and make a statement of the same to the president at the end of each semester, and to the students' parents or guardians when desired. The class officer is always available for conference in all that relates to the school work of the student, or other matters on which he may wish help or advice. Teachers report to him concerning deficiency or failure on the part of the individual student, not only at the end of the semester, but whenever a student needs stimulation in his work. The class officers for the year 1910-11 are: Freshman, President Samuel Plantz, assisted by Profs. W. S. Naylor, E. D. Wright and Judson Rosebush; Sophomores, Prof. J. C. Farley; Juniors, Prof. A. A. Trever; Seniors, Prof. J. C. Lymer; Sub-Freshmen, Prof. L. A. Youtz.

On or before the day of registration each student consults with his class officer on the studies he is to take during the semester. These studies are written by the class officer on a card, which must be presented to each professor for his signature. The last professor to whom the card is presented after signing, retains it, and hands it to the

registrar, who files it as a permanent record of the student's work for the semester.

ATTENDANCE.

Every student is expected to be in his place from the first day of the semester until the close of the examinations. Students who are not present at recitations during the twenty-four hours. preceeding and the twenty-four hours following the Thanksgiving, Christmas, and Easter recesses, will be marked, unless excused, three absences for each recitation missed.

For each absence in any subject up to one-tenth of the regular recitation periods, deductions are made from the final grade of the student as made up from the daily standing and final examination as follows: One-half per cent for 4 or 5 hour, one per cent for 2 or 3 hour, and one and one-half per cent for one hour studies. For each absence in excess of one-tenth of the recitations, twice the above schedule of deductions is made. A student may raise his grade for any day's absence by making up work thus missed because of necessary absence by previous arrangement with the instructor. The making up of work, though strongly urged, is not in any way to be understood as modifying the above percentage of deductions. In case of prolonged and unavoidable absence the faculty may, on petition, vary the rule. If a student is tardy at any exercise he will be so marked in the instructor's record book, and three such tardy marks in a given subject will be recorded as one absence in that subject. When a student is absent from a test or examination, no grade will be given him until the test or examination has been taken, and for this he must pay a fee of $1.00, unless he can show he was detained by sickness.

Teachers are to report all students who are absent one-tenth of the recitations of a course to the president as soon as that number shall have been reached. Each student will be reported as having failed in a study which he has dropped, unless he present to the professor a written permission from his class officer within two weeks after such permission has been granted.

Absence from chapel is treated the same as absence from recitations. Each student may be absent from chapel ten times each semester, and from church four times. For each absence in excess of this allowance his grade is reduced as follows: For every five absences or fractional part thereof above ten the registrar will deduct one-half hour credit from the semester's credits of the delinquent student.

Excuse for absences can be obtained only from the President, or in his absence from the Dean. Excuses will be given for serious sickness and to members of musical clubs and athletic teams for absences occasioned by the organizations to which they belong being out of the city by permission of the faculty, but rarely for other reasons.

When a student is in a physical condition such that his physician sends a statement to the faculty that he should be excused from taking an examination, he will be excused when his daily standing averages B or above. In this case he will be graded on his monthly averages.

EXAMINATIONS.

Written examinations in all courses are held at the close of each semester. Three hours are given for all four and five-hour courses, and an hour and a half for all two and three-hour courses. Students who are "conditioned"

in the work of any course are entitled to one delinquent examination for the purpose of removing the condition. Such examinations are held the second and ninth Saturdays of each semester. Students who "fail" in any course lose all credit in it, and if it be a required study must take it over again in class. A student who fails to remove his condition within nine weeks after the opening of the semester following that in which it was incurred, will be counted as having failed in that course. A student who, by special permission of the faculty, is given the privilege of taking an examination at any other time than as specified above must first pay the registrar a fee of $2.00. Only when the receipt for such payment is shown the instructor is he permitted to give such special examination.

HONOR SYSTEM.

All written examinations, whether quizzes or finals, are conducted under the Honor System. At the close of the examination the student signs his name to the following declaration: "I hereby assert on my honor that in writing this examination I have neither given aid of any kind, nor received aid from any source." The administration of the Honor System is in the hands of the students. It is the recognized rule of the student body that every person is to report to the student council any irregularity, or evidence of dishonesty he may have observed during the period of the examination. The committee carefully weighs the evidence submitted and makes such additional investigation as it deems necessary. When it finds a student guilty of dishonesty it reports the fact to the faculty with a recommendation of punishment.

THE GRADING SYSTEM.

In determining a student's rank, the combined marks of daily recitations, quizzes, articles and reports count as two-thirds, and the final examination as one-third in the standing for the semester. Students whose daily grade is below 60 are not permitted to take final examinations. In case, however, a student has been permitted by the faculty to be absent from regular recitations for any sufficient cause his grade may be determined by examination alone.

The following is the system of grade:

A.....90-100	D Incomplete
B.....80-90	E (Conditioned).....60-70
C.....70-80	F (Failed).....below 60

The word D signifies that the grade is withheld since the work of the course has not been fully completed. Unless the work is brought up and a grade reported within ten weeks of the beginning of the next semester the student is in college, the grade becomes E, and is so recorded.

E signifies a condition. The student who has a condition must pass a second examination in the subject to obtain credit. He may pass this examination at any of the regular examination periods within six months of the date of his being conditioned. Otherwise E is changed to F.

F signifies failure, the student receiving no credit for the course. If it is a required study he must take it again in class. If it is an elective he must either take it again or take some other course in its place. Students who receive F will in no case be permitted to take another examination. Absence from quizzes or examinations, unless excused, is equivalent to F. At the end of the first half of each semester students who have received a mark of less than C in their daily work will receive a notification from the registrar.

Teachers are required to report at the first faculty

meeting each month all students in their classes whose grade is below C.

A student who, during his first semester of residence, does not receive at least C in one-third of his hours is dropped from the college.

When a student after his first semester has been marked F in one study, or has been conditioned in two or more studies, he is regarded as on *probation,* and his parents or guardians are so notified.

When a student has been on probation two semesters in succession, he must pass the following semester in all his hours or he will be dropped from the college.

When a student has been marked F in two or more studies, the president may forbid his return to the college.

Members of the Senior class are required to make up all deficiencies before the tenth week of their last semester.

REPORTS.

Each teacher reports to the president at the close of each month, on blanks prepared for the purpose, the standing of each student in his classes, together with the number of his absences. When a student is falling behind in his work he is notified and counseled to bring up his standing. If the failure continues two months in succession his parents or guardians are notified.

A report of the grades of each student is sent to his parent or guardian at the close of each semester. Reports are also sent to the principal of the high school from which the student comes during the first year of his residence at college. Special reports will be given at any time on request.

CONSULTATION HOURS.

In order to be as helpful to students as possible each teacher has two or more consultation hours each week, at

which time he will be pleased to meet students and talk with them about the work they are doing in his department, or any other matters on which they may wish his counsel. Students are urged to avail themselves of this privilege, since thus they can come to know their instructors more intimately and receive from them assistance of much value. Perhaps nothing is more beneficial in college life than the student's contact with teachers of wide learning and high ideals of moral and religious character.

HONORS IN SCHOLARSHIP.

Honors in scholarship may be obtained by special excellence in the work of the course, and by special work and high grades in a particular department. The names of students who receive honors are published in the annual catalogue.

Honor Standings. Honor standings are awarded at the close of each academic year, according to the following provisions: at the close of the Freshman, Sophomore, and Junior years *high honors* are given those who have attained the grade of A in at least eighty per cent of their hours and who have not fallen below B in any course. *Honors* are given to those who have attained a grade of A in at least sixty per cent of their hours and have not fallen below B in any course.

Seniors will be graduated with the honors *cum laude, magna cum laude,* and *summa cum laude.* Students, who during their Sophomore, Junior and Senior years, have maintained a grade of A in not less than fifty per cent of their courses and who have not fallen below B in more than two per cent, will be graduated *cum laude.* Students, who during the last three years of their college work, have maintained a grade of A in two-thirds of their courses and

have not fallen below B in any course, will be awarded *magna cum laude.* The distinction of *summa cum laude* is reserved for very unusual excellence and cannot be awarded if a student has fallen below A in more than ten per cent of his courses during the last three years of his work. It is bestowed by a special vote of the faculty.

Departmental Honors. Departmental honors will be granted under the following conditions:

1. All candidates for honors must notify the head of the department in which they desire honors by the time they have completed the required work in that department.

2. No person can become a candidate for honors in two departments, except by vote of the faculty.

3. All candidates for honors must be candidates for a degree and be in full standing with their classes.

4. Candidates must not fall below the grade of B in more than fifteen hours and must obtain a grade of A in the department in which honors are sought.

5. Candidates must do their major work in the department in which they apply for honors; must elect at least eight additional hours, and do such collateral work as the professor in charge of the department shall assign. The results of this collateral work must appear in a thesis of satisfactory length and representing investigation at least equal to six semester hours in addition to what is required for graduation. The thesis will be read before the head of the department and two other professors whom the president will appoint. It must be handed in not later than May 20, and its grade must be reported to the registrar not later than June 1 of the year in which the honor is to be awarded.

6. Students who take departmental honors will have this fact announced in the catalogue; will be excused from

final examinations in studies in which they have a term grade of A, and will receive special mention at the Commencement, when the honor is taken.

GRADUATION.

The college gives but one bachelor's degree, namely that of Bachelor of Arts, which is bestowed on the fulfillment of the following conditions:

1. The candidate must have completed one hundred and twenty-eight semester hours, including the studies designated as required in the several groups.

2. He must have attained at least a grade of B in not less than sixty per cent of the required hours.

3. All "conditions" and "incompletes" must be removed by the tenth week of his last semester.

An exception is made in the case of graduates of Wisconsin State normal schools who have not pursued foreign languages. For these a special course is outlined leading to the degree of Bachelor of Philosophy.

GRADUATE WORK.

Graduate work may be pursued for the degree of Master of Arts. This degree will be awarded to students who, having taken the bachelor's degree, complete thirty-two semester hours of advanced, non-professional study. The candidates must select a major and minor under the supervision and direction of the heads of the departments in which he works. He must also present a thesis of not less than four thousand words indicating original research on a subject approved by the professors in charge of his major and minor work. This thesis must be type-written, and handed in not later than May 15 of the year when he expects to take his degree. His proficiency in work as-

signed him will be tested by examinations. Persons doing resident graduate work will be charged the same fees as undergraduate students. Credits toward master's degree will be accepted from other institutions. Graduate courses for degrees other than the master's are not given.

SPECIAL STUDENTS.

Students who desire to receive instruction in particular departments without becoming candidates for degrees are admitted in case their previous education has been sufficient to qualify them for the work they desire to do. Their fitness is determined by credits submitted from schools they have attended, and by examinations which may be required at the discretion of the committee on entrance credits. They are expected to take the work prescribed in physical culture, unless especially excused. The studies they choose shall be determined by consultation with the president, who will act as their class officer, or who will refer them to some teacher who will have the oversight of their work. If a special student is "conditioned" or if he "fail" in two courses in any semester, his connection with the college is thereby terminated.

Special students must observe the same rules concerning matriculation and pay the same fees as other students. They must bring credits and a recommendation from the principal of the school they have previously attended. Special students are subject to the same rules and regulations as students regularly enrolled in the college classes. No person who expects to be a candidate for a college degree can in any case enroll as a special student.

REGULATIONS CONCERNING PUBLIC ENTERTAINMENTS AND EXHIBITS.

Any club, association or company of students proposing to give one or more entertainments or exhibitions, social, athletic, or otherwise, before making any contracts or engagements, must present its plans to the faculty Committee on Entertainments, of which the president of the college is chairman, and no engagements shall be made without the approval of such committee. A Freshman with an entrance condition may attend, but he cannot be a participant in such an entertainment without the permission of his class officer, and not then if his standing in any study is below 70. No student whose work is incomplete in more than one course, or who is below grade in more than one study, is allowed to manage, or be a participant in any game, contest or entertainment given by any club, association, or team of students; and any student who is below grade in any three courses shall be debarred for the remainder of the semester from the privileges and duties of any social or athletic organization with which he is connected.

JUNIOR EXHIBITION.

The Junior Exhibition is one of the exercises of Commencement week. The speakers are selected by the professors of Rhetoric, Literature and Public Speaking, according to their grades in composition and public speaking. A special contest may be held at the discretion of the committee. Seven speakers are selected, and in all cases those chosen to participate must be notified by the committee by the first day of March. The College prize is awarded to the contestant who receives the highest markings on composition and delivery.

INTER-COLLEGIATE DEBATES.

Several intercollegiate debates are held each year. These for the past few years have been with Hamline, Beloit, and Carleton colleges. In other years debates have been held with Albion, Ripon, Lake Forest, and Upper Iowa University. There is a Freshman, a Sophomore, and an All College debate each year. This work is under the supervision of the professor of Economics and the professor of Public Speaking.

CREDIT IN PROFESSIONAL SCHOOLS.

Credit can usually be secured in professional schools where the student selects the group of studies which is designed as prerequisite to his particular calling. Thus the University of Wisconsin allows credit in its School of Agriculture, School of Engineering, School of Pharmacy, and other departments. The Northwestern University at Evanston, Ill., has also arranged to give graduates advanced standing in its professional schools. Those who enter the Garrett Biblical Institute, The School of Theology of Boston University, or Drew Theological Seminary receive credit sufficient to enable a student who has taken Greek, Hebrew, the history courses, and the courses in Theism, Science and Philosophy of Religion, Apologetics and English Bible, to complete their theological work and graduate in two years. In short, credit can be secured in most professional schools, if the right electives are made, such as will enable the student to shorten the professional course one year.

LAWRENCE AND THE UNIVERSITY OF WISCONSIN.

An agreement has been entered into with the University of Wisconsin whereby both institutions have the same entrance requirements and the same list of accredited

schools. Students who migrate from either institution to the other will be given the rank of Sophomores or Juniors if they change at the end of the first or second years of their work. It is not deemed advisable by either institution for students to migrate at the end of their Junior year, and where such cases occur they will be dealt with on their individual merits. Students who take our Engineering group can enter the engineering department of the University of Wisconsin, and complete a course in two years. Those who enter before graduation will be given the same credits as students who transfer from the College of Arts of the State University to its engineering department.

STATE TEACHERS' CERTIFICATES.

Graduates of Lawrence University who have taken eleven hours in psychology and pedagogy may receive from the State Superintendent of Public Instruction a license to teach for one year in any of the public schools of Wisconsin on the recommendation of the State Board of Examiners, providing their diploma (or blank sent out from the State Department of Public Instruction and filled out by the applicant's instructors) and testimonials of good moral character have been passed upon favorably by the state board.

After one year of teaching the Superintendent of Public Instruction will issue a state certificate to the holder of the one-year license, on his satisfying the state board, of a good moral character and of a successful year of teaching.

This certificate entitles the holder to teach for life in the schools of Wisconsin without further examination.

HONORARY DEGREES.

Honorary degrees are granted by the trustees on recommendation of the faculty but subject to a limitation stated

in the by-laws of the board, which reads as follows: "Honorary degrees shall be bestowed only on persons of marked scholarly attainments, as evidenced by published works, or upon persons who have attained to specially conspicuous positions in church or state." Petitions for the bestowment of honorary degrees are not received.

ADMISSION TO THE COLLEGE

CONDITIONS.

1. Admission is by examination, or by certificates from accredited schools.

2. The regular examinations for admission occur on the Tuesday preceding the beginning of the first semester. Examinations are also held on the first Saturday of the second semester at 9 o'clock A. M. to accommodate those who enter at this time.

3. Graduates of any school which has been approved by the faculty may be admitted to the college *without examination* on the presentation of certificates giving their standings. These certificates must show in detail the studies pursued by the applicant in preparation for college, and should bear the recommendation of the principal. Blank forms for credentials may be had on application to the registrar.

4. Certificates should be sent by the principal direct to the registrar as early as the 30th of August that they may be examined and the student's classification determined before the opening day of the college year. Delay and confusion will thus be avoided.

5. Certificates are accepted in lieu of examinations only in so far as the subjects correspond in quantity and quality to those prescribed for admission, or are their full equivalent. It is understood also that if the student is found, after a fair trial, to be so deficient in any study for which credit has been given him that he cannot profitably continue in the class assigned, he may be remanded to such

class in that subject as he is prepared to enter; but the classification to which his certificate admitted him is not changed.

6. Students may be admitted "conditioned" on two courses; but these conditions must be removed by the end of the fourth semester the student is in college.

7. All candidates for admission must present satisfactory testimonials of good moral character, and certificates of regular dismissal will be required from those who have been students in other colleges.

REQUIREMENTS FOR ENTRANCE.

Students are admitted to the college of Liberal Arts on the basis of *units* offered. A unit is understood to mean a subject pursued five times a week for one year, or an equivalent. Subjects closely related and not having been pursued for an entire year may be combined so as to equal a whole unit, as physiology, zoology, etc. A subject coming three times a week for a year and a half may be counted as a unit.

Fifteen units are required for admission. Students offering for admission fifteen units which do not include at least two units of foreign language, if from an accredited high school or academy, will be admitted "conditioned." The language requirement for admission must, however, be made up before the beginning of the Junior year.

The following units are required of all students:

Foreign Language	2 units
English	2 units
History	1 unit
Mathematics	2 units
Natural Science	1 unit
	8 units

Seven units must be offered from the following courses:

Botany	½ to 1 unit
Chemistry	1 unit
Civics	½ unit
Commercial Geography	½ unit
Drawing	½ to 1 unit
Domestic Science	½ unit
Economics	½ unit
English Composition	1 unit
English Literature	1 to 3 units
French	1 to 4 units
German	1 to 4 units
Greek (Grammar, Lessons and Anabasis)	2 units
Greek (Homer, Iliad)	1 unit
History	1 to 3 units
Latin (Grammar, Lessons and Cæsar)	2 units
Latin (Cicero)	1 unit
Latin (Vergil and Ovid)	1 unit
Manual Training	½ unit
Mathematics (Algebra)	1 unit
Mathematics (Advanced Algebra)	½ unit
Mathematics (Plane and Solid Geometry)	1 unit
Mathematics (Plane Trigonometry)	½ unit
Physics	1 unit
Physiography	½ to 1 unit
Physiology	½ unit
Psychology	½ unit
Theory and Art of Teaching	½ unit
Zoology	½ to 1 unit

SUBJECT OUTLINE OF REQUIREMENTS

ENGLISH.

The entrance requirement in English involves work in composition, rhetoric, and literature. This implies first that the candidate shall be able to express himself adequately in writing, with proper regard to mechanical accuracy; secondly, that he shall know the fundamental principles of rhetoric; and thirdly, that he shall have read, under competent direction, fifteen of the works named below, or their equivalent, with the proviso that at least five of them shall have been studied and tested in the classroom. After 1909 credit will not be given for a fourth year of English without examination. Such an examination will involve the substance of the books read and a general acquaintance with the life of each author.

REQUIREMENTS—1909-1911.

Chaucer: *The Prologue.
Shakespeare: The Merchant of Venice, Macbeth, As You Like It, Henry V, Julius Cæsar, Twelfth Night.
Spenser: *The Faerie Queene, Book I.
Milton: Comus, Lycidas, L'Allegro, Il Penseroso (the last three to count as one item).
Bunyan: The Pilgrim's Progress, Part I.
Addison and Steele: The Sir Roger de Coverley Papers.
Pope: The Rape of the Lock.
Goldsmith: The Vicar of Wakefield, The Deserted Village.
Irving: Life of Goldsmith, *Sketch Book.
Coleridge: The Rime of the Ancient Mariner.
Scott: *Ivanhoe, The Lady of the Lake, *Quentin Durward.
Franklin: Autobiography.

Palgrave: Golden Treasury, First Series, *Parts II and III, Part IV.
Lamb: *Essays of Elia.
De Quincey: Joan of Arc, The English Mail Coach.
Hawthorne: *The House of the Seven Gables.
Thackeray: *Henry Esmond.
Carlyle: *Heroes and Hero Worship, Essay on Burns.
Macaulay: Essay on Addison, Life of Johnson, Lays of Ancient Rome:
Burke: *Speech on Conciliation with America.
Washington: Farewell Address.
Webster: First Bunker Hill Oration.
Mrs. Gaskell: Cranford.
Dickens: *A Tale of Two Cities.
George Eliot: Silas Marner.
Blackmore: *Lorna Doone.
Ruskin: Sesame and Lilies.
Byron: Mazeppa, The Prisoner of Chillon.
Lowell: The Vision of Sir Launfal.
Arnold: Sohrab and Rustum.
Longfellow: The Courtship of Miles Standish.
Tennyson: Gareth and Lynette, Lancelot and Elaine, the Passing of Arthur.
Browning: Ten selected lyric or narrative poems.

**Starred works count as two.*

HISTORY—CIVICS—ECONOMICS.

Students may offer one or more of the following units of History, or History with Civics or Economics, or Civics and Economics.

Ancient History (Greek and Roman), 1 unit.

Modern History, some such text as Montgomery's English or French, 1 unit.

United States History, 1 unit.

Civics, ½ unit.

Economics, ½ unit.

MATHEMATICS.

1. ALGEBRA, 1 unit. The requirement in Algebra embraces the following topics: all elementary processes necessary for the solution of simultaneous equations of the first degree; the statement and solution of problems leading to these equations; treatment of inequalities; doctrine of square and cube root; theory of exponents; radicals and imaginaries; solution of quadratics and equations in quadratic form by the method of completing the square, by factoring, and by a formula; discussion of the properties of quadratics; quadratics containing two unknown quantities, and the solution of problems leading thereto; ratio and proportion; arithmetical and geometric progressions; binomial theorem for positive integral exponents.

2. ADVANCED ALGEBRA, ½ unit. The following subjects or their equivalents: indeterminate equations, undetermined coefficients, binomial theorem, theory of limits, logarithmic series, solution of equations by synthetic division with necessary theorems, and graphs of quantics, with rational, or with not more than two irrational or imaginary roots.

3. PLANE GEOMETRY, ½ unit. The requirement in Plane Geometry includes the theorems and exercises of the ordinary school text-book; mensuration of plane figures; and numerical problems based on the text. The candidate should be able to write formal demonstrations of simple original theorems.

4. SOLID GEOMETRY, as presented by the ordinary college text-books. ½ unit. Candidates must readily solve problems of solid mensuration and demonstrate original theorems which may be easily deduced from the text.

5. PLANE TRIGONOMETRY, as represented by the usual text-books. ½ unit. Candidates must be familiar with the theory and use of six-place logarithmic tables.

SCIENCE.

BOTANY, 1 unit. Should include a study of plant types and physiology of plants; at least half of the course should consist of laboratory work. Where less than a year's work is given Botany may be combined with Physical Geography and Physiology in making up a unit. Bergen's Elements of Botany, or Bailey's, covers what is desired for entrance.

CHEMISTRY, 1 unit. A year's work of descriptive Chemistry covering both metals and non-metals, divided about equally between the class-room and the laboratory. A careful record of experiments should be kept and presented for inspection at the time of examination. Some such text as Remsen's Introduction to the Study of Chemistry with manual suggests the work required.

PHYSICS, 1 unit. One year's work in elementary physics. The work should be essentially that outlined in the requirements of the North Central Association of Colleges and Secondary Schools, and is satisfactorily covered by the better text-books in elementary physics, supplemented by a laboratory course in elementary physics. The laboratory note book should be presented by candidates for admission.

PHYSIOGRAPHY, ½ unit. This course should include:

1. Principles as presented in the best recent text-books.
2. Field study, with record of field trips recorded.
3. Ability to use topographic maps, weather charts, etc.

Where it is not possible to give a full year's work to this subject it may be combined with Botany and Physiology to make a unit.

COMMERCIAL GEOGRAPHY, ½ unit. The work covered in any good high school text on Commercial Geography will be accepted.

PHYSIOLOGY, ½ unit. This course should include anatomy, physiology, histology of the human body, and hy-

giene. Some such text as Martin's Human Body, Briefer Course, may be considered as a guide.

Zoology, 1 unit. From three to four laboratory periods for one year should be given this subject. The student must dissect ten or more types from different branches of the animal kingdom, reporting his work with drawings and descriptions. Lectures or text-book work on classification and general Zoology must be a part of the work. Kellogg's or Davenport's Elementary Zoology will suggest the work required.

LATIN.

FOUR UNITS.

1. Latin Grammar. Any standard Latin Grammar, including Prosody.
2. Caesar, Gallic War, books I-IV.
3. Cicero, six orations.
4. Virgil, Aeneid, I-VI.
5. Latin composition and translation into Latin of a passage of English prose.
6. Students will be tested in reading easy Latin at sight.

GREEK.

TWO UNITS.

1. Greek Grammar. Any standard Greek Grammar, including Prosody.
2. Xenophon's Anabasis, four books.
3. Homer's Iliad, three books.
4. Greek Prose Composition. Pronunciation according to written accents.
5. Students will be tested in reading easy Greek at sight.

GERMAN.

The admission requirements in German are those recommended by the Modern Language Association of America.

1. The first year's work should comprise careful drill upon pronunciation, memorizing of easy colloquial sentences, drill upon the rudiments of grammar, easy exercises, designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from 75 to 100 pages of text; constant practice in translating into German easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read. 1 unit.

2. The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance of short and easy selected passages, and continued drill upon the rudiments of grammar. 1 unit.

3. The work should include in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, abstracts, paraphrases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of the language. 1 unit.

FRENCH.

The admission requirements in French are those recommended by the Modern Language Association of America.

1. The first year's work should include careful drill in pronunciation, in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated

text with constant practice in translating easy variations of the sentences read, and writing French from dictation. 1 unit.

2. The second year's work should comprise the reading of 250 to 400 pages of easy, modern prose in the form of stories, plays, or historical with biographical sketches; constant practice in translating into French easy variations upon the texts read; frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; writing French from dictation, and continued grammatical drill with constant application in the construction of sentences. 1 unit.

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty, a portion in the dramatic form; constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness, and the writing from dictation. 1 unit.

ADVANCED CREDIT.

Any student who wishes advanced credit for work done in secondary schools, in addition to the fifteen units required for entrance, must take an examination on the study for which he desires credit. If he succeed in the examination, he will be given as many hours of college credit as the subject was credited in the secondary school less one-half. Students who have taken part of their work in other institutions of college rank will be admitted to advanced standing on the basis of the certificates of standings they present. Such persons must bring with them letters of honorable dismissal and testimonials to good character.

SUB-FRESHMAN YEAR.

While the Academy has been discontinued, a sub-Freshman year will be maintained to accommodate those who enter "conditioned," and to provide for graduates of the three-year high schools, and graduates of four-year high schools in the English course, who are deficient in language. Students can make up the two years' language entrance requirement in this way, and also bring up other deficiencies.

ACCREDITED SCHOOLS.

Graduates from high schools which have been accredited, will be admitted without examination in the courses for which credit is given. Certificates should be forwarded by the principal of the high school in which the student has taken his work, giving a detailed statement of his studies and standings. Blanks for this purpose can be secured by writing to the registrar. Students from academies or from high schools outside the state will be admitted by presenting standings equal to the entrance requirements, provided such schools are accredited at the state university of the state in which they are located. In such cases, however, the faculty reserves the right to examine and reclassify the student if his work in this institution shows defective preparation.

The following is a list of the schools which this institution has placed with the grouping of the requirements for admission.

School.	Principal.
Albany	A. O. Schultz.
Algoma	J. L. Dahl.
Alma	C. D. Donaldson.
Antigo	W. H. Hickok.
Appleton	Paul G. W. Keller.
Arcadia	Robert Lohrie.
Argyle	C. E. Tredinnick.
Ashland	H. B. Crothers.
Augusta	L. C. Hatch.

School.	Principal.
Bangor	Chester Collman.
Baraboo	H. R. Chamberlain.
Barron	C. J. McCormick.
Bayfield	H. V. Stahl.
Beaver Dam	J. T. Wilson.
Beaver Dam: Wayland Academy	E. P. Brown.
Belleville	W. N. Steil.
Beloit	J. C. Pierson.
Berlin	W. T. Anderson.
Bessemer, Mich.	T. H. Gass.
Black River Falls	D. L. Hennessey.
Bloomington	W. F. Headley.
Boscobel	W. C. Knoelk.
Brandon	Oscar Lee.
Brodhead	H. D. Laube.
Burlington	J. S. Miller.
Calumet, Mich.	E. J. Hall.
Cambria	U. T. Cady.
Cedarburg	W. H. Fromm.
Chilton	G. M. Morrissey.
Chippewa Falls	A. G. Findlay.
Chippewa Falls: McDowell Memorial School	Sisters of Notre Dame.
Clinton	S. P. Reese.
Clintonville	F. L. Keipp.
Colby	Imelia J. Slinde.
Columbus	Fred Thomson.
Cumberland	J. L. Grindell.
Darlington	W. W. Woolworth.
Deerfield	F. W. Oldenburg.
De Forest: Windsor Township	E. C. Meland.
Delafield: St. John's Military Academy	S. T. Smythe.
Delavan	H. A. Melcher.
De Pere	C. C. Bishop.
Dodgeville	H. W. Kircher.
Durand	J. P. Goebel.
Eagle River	A. B. Olson.
East Troy	W. F. Weisand.
Eau Claire	M. S. Frawley.
Edgerton	E. L. Roethe.
Elkhorn	John Dixon.
Ellsworth	W. D. Sansum.
Elroy	W. S. Hake.
Endeavor Academy	W. M. Ellis.
Evansville	F. J. Lowth.
Evansville Seminary	L. B. Webb.
Fairchild	F. G. Jones.
Faribault, Minn.: Shattuck School	J. H. H. Lyon.
Fennimore	Richard Zeidler.
Florence	L. A. Jones.
Fond du Lac	I. O. Hubbard.
Fond du Lac: Grafton Hall	B. Talbot Rogers.
Fort Atkinson	J. A. Hagemann.
Fox Lake	F. R. Nash.
Galesville	H. C. Almy.
Glenwood	W. F. Arnold.
Grand Rapids	L. A. Creutz.
Green Bay: East	W. O Brown.
Green Bay: West	C. F. Cole.
Green Bay: St. Joseph's Academy	Sisters of St. Joseph.
Greenwood	Frank Trafzer.
Hancock, Mich.	C. R. Cobb.
Hartford	W. E. Elmer.

School.	Principal.
Harvard, Ill.	M. M. Coulan.
Hayward	W. O. Hall.
Highland	H. C. Hacker.
Hillsboro	I. C. Coates.
Hillside Home School	Ellen C. Lloyd-Jones.
	Jane Lloyd-Jones.
Horicon	T. L. Bewick.
Houghton, Mich.	E. F. Benson.
Hudson	F. R. Hamilton.
Hudson: Galahad, a School for Boys	J. P. Inglis.
	T. W. MacQuarrie.
Hurley	J. E. Murphy.
Iola	Oscar Gunderson.
Iron Mountain, Mich.	J. F. Reed.
Ironwood, Mich.	J. V. Brennan.
Ishpeming, Mich.	C. L. Phelps.
Janesville	H. C. Buell.
Jefferson	S. J. Bole.
Juneau	O. H. Bauer.
Kaukauna	L. P. Bunker.
Kenosha	W. J. Hocking.
Kewaunee	H. M. Comins.
Kiel	F. H. Rehberg.
Kilbourn	T. M. Risk.
La Crosse	L. P. Benezet.
Ladysmith	E. C. Gotham.
Lake Geneva	D. H. Cramer.
Lake Mills	O. M. Jones.
Lancaster	F. W. Franer.
Lodi	O. D. Witherbee.
Madison	J. H. Hutchinson.
Madison: Wisconsin Academy	Charlotte E. Richmond.
Madison: Sacred Heart Academy	Dominican Sisters.
Manawa: Little Wolf	J. H. Hardgrove.
Manitowoc: North	L. W. Brooks.
Manitowoc: South	W. H. Luehr.
Manitowoc: West	T. W. Davies.
Marinette	F. W. Hauft.
Marshall	C. H. Eldred.
Marshfield	D. C. Gile.
Mauston	C. W. McNown.
Mayville	L. S. Keeley.
Mazomanie	Henry Parkinson.
Medford	J. E. Phillips.
Menasha	John Callahan.
Menominee, Mich.	J. B. Crouch.
Menomonee Falls	Fred Witter.
Menomonie	G. A. Works.
Merrill	William Milne.
Milton	J. F. Whitford.
Milton College Academy	W. C. Daland.
Milton Junction	G. R. Bay.
Milwaukee: East Division	G. A. Chamberlain.
Milwaukee: North Division	R. E. Krug.
Milwaukee: South Division	E. Rissman.
Milwaukee: West Division	C. E. McLenegen.
Milwaukee Academy	J. H. Pratt, Jr.
Milwaukee-Downer Seminary	Ellen C. Sabin.
Mineral Point	R. E. Loveland.
Mondovi	W. T. Ream.
Monroe	G. B. Haverson.
Montello	R. V. St. Peter.
Montfort	W. C. Harrison.
Mt. Horeb	W. H. Kelly.

School.	Principal.
Necedah	V. M. Cassidy.
Neenah	E. M. Beeman.
Neillsville	G. M. Snodgrass.
New Lisbon	R. L. Heindel.
New London	E. W. McCrary.
New Richmond	C. J. Brewer.
Oconomowoc	Myron E. Keats.
Oconto	M. R. Stanley.
Oconto Falls	A. E. Schaub.
Omro	M. W. Vittum.
Onalaska	A. L. Halvorson.
Oregon	W. O. Griffin.
Osceola	G. M. Paulus.
Oshkosh	A. B. O'Neil.
Palmyra	William Fowlie.
Phillips	J. M. Beck.
Plainfield	W. C. Slater.
Platteville	C. E. Slothower.
Plymouth	J. J. Enright.
Portage	W. G. Clough.
Port Washington	C. H. Bachhuber.
Poynette	A. W. Kasten.
Prairie du Chien	N. Gunderson.
Prairie du Sac	R. S. Babington.
Prescott	C. J. Anderson.
Princeton	O. C. Olman.
Racine	E. W. Blackhurst.
Racine College Grammar School	W. F. Shero.
Randolph	Julius Winden.
Reedsburg	A. R. Clifton.
Rhinelander	F. A. Harrison.
Rib Lake	F. E. Drescher.
Rice Lake	L. G. Schussman.
Richland Center	E. G. Doudna.
Ripon	L. K. Moulton.
River Falls	J. W. T. Ames.
Rochester Academy	E. G. Toan.
Rockford, Ill.	C. P. Briggs.
St. Croix Falls	R. Q. Klotz.
Salt Lake City, Utah	G. A. Eaton.
Sauk City	M. T. Buckley.
Seymour	F. W. Axley.
Sharon	B. D. Richardson.
Shawano	J. F. Powers.
Sheboygan	William Urban.
Sheboygan Falls	A. C. Kingsford.
Shell Lake	J. A. Lonsdorf.
Shullsburg	H. G. Plumb.
Sinsinawa: St. Clara Academy	Dominican Sisters.
Soldiers Grove	B. F. Adams.
South Milwaukee	Fred Hein.
Sparta	I. B. Davies.
Spokane, Wash.: South Central	H. M. Hart.
Spring Green	F. M. Bray.
Spring Valley	G. J. Bugbee.
Stanley	M. M. Ames.
Stevens Point	Arnold Lau.
Stoughton	G. O. Banting.
Sturgeon Bay	C. G. Stangel.
Sun Prairie	F. O. Holt.
Superior: Blaine	A. C. Shong.
Superior: Nelson Dewey	H. A. Schofield.
Tomah	W. McNeel.

School.	Principal.
Tomahawk	L. C. Johnson.
Two Rivers	W. J. Hamilton.
Union Grove	F. W. Beath.
Viroqua	W. P. Colburn.
Washburn	S. A. Oscar.
Waterford	L. R. McPherson.
Waterloo	E. W. Waite.
Watertown	B. E. McCormick.
Waukesha	G. F. Loomis.
Waukesha: Carroll College Academy	S. B. Ray.
Waupaca	J. W. Steenis.
Waupun	J. E. Curklet.
Wausau	C. C. Parlin.
Wautoma	G. E. Dafoe.
Wauwatosa	P. A. Kolb.
West Allis	T. J. Jones.
West Bend	D. E. McLane.
West De Pere	T. J. Berto.
Westfield	D. H. Reid.
West Salem	C. W. Rand.
Weyauwega	E. H. Miles.
Whitewater	C. W. Rittenburg.
Winneconne	N. A. Anderson.
Wittenberg	W. J. Farrell.
Wonewoc	O. P. Brown.

THE NORTH CENTRAL ASSOCIATION LIST.

Graduates of schools accredited by the North Central Association of Colleges and Secondary Schools, and not in the college list of accredited schools, will be admitted upon the same terms as graduates of schools directly accredited by the college.

This list is revised annually, in April. Graduates of schools that are added after the publication of this catalogue, will have the same privileges as graduates of the schools given in the list below.

ACCREDITED SCHOOLS.

Colorado.

Canon City
Durango
Fort Collins
Golden
Grand Junction
Greeley
Idaho Springs
Leadville
Loveland
Pueblo:
 Central
 Dist. No. 1
Trinidad
Victor

Illinois.

Alton
Aurora:
 East
 West
Belvidere (South)
Bloomington
Champaign
Chicago:
 Austin
 Calumet
 Englewood
 Hyde Park
 Jefferson
 John Marshall
 Joseph Medill
 Lake
 Lake View
 North West Division (Tuley)
 R. T. Crane (Manual Tr'g)
 Robert A. Waller
 South Chicago
 Wendell Phillips
 William McKinley
Clyde (Morton Tp.)
Danville
Decatur
De Kalb Tp.
Elgin
Elgin Academy
Evanston Tp.
Freeport
Harvey (Thornton Tp.)
Highland Park (Deerfield Tp.)
Joliet Tp.
Kankakee
Kewanee
La Grange Tp.
La Salle (Peru Tp.)
Moline
New Trier Tp. (Kenilworth)
Normal
Oak Park Tp.
Ottawa Tp.
Peoria
Pontiac Tp.
Princeton Tp.
Quincy
Rockford
Rock Island
Savanna Tp.
Springfield
Sterling Tp.
Streator Tp.
Waukegan

Indiana.

Elkhart
Fort Wayne
La Porte
Richmond
South Bend

Iowa.

Boone
Burlington
Cedar Rapids
Corning
Council Bluffs
Davenport
Des Moines:
 East
 North
 West
Dubuque
Fort Dodge
Grinnell
Iowa City
Keokuk
Marshalltown
Mason City
Ottumwa
Red Oak
Sheldon
Sioux City
Washington
Waterloo (East)

Kansas.

Fort Scott
Junction City
Leavenworth
Sumner Co. (Wellington)
Topeka
Wichita
Hutchinson
Lawrence

Michigan.

Adrian
Alpena
Ann Arbor
Battle Creek
Bessemer
Benton Harbor Col. Inst.
Benton Harbor
Calumet
Charlotte
Coldwater
Delray
Detroit:
 Central
 Eastern
 Western
 Hom and Day
 University School
Dowagiac
Escanaba
Ferris Institute
Flint
Grand Rapids Central
Hancock
Hastings
Hillside
Houghton
Holland
Iron Mountain
Jackson
Kalamazoo
Lansing
Lake Linden
Manistee
Marshall
Marquette
Michigan Military Academy
Michigan Seminary
Monroe
Muskegon
Negaunee
Niles
Owosso
Pontiac
Port Huron
Saginaw, E. S.
Saginaw, W. S.
Sault Ste. Marie
St. Joseph
Traverse City
Wyandotte

Minnesota.

Albert Lea
Anoka
Austin
Duluth
Faribault
Fergus Falls
Hastings
Little Falls
Marshall
Minneapolis:
 Central
 East
 North
Minneapolis:
 South
Owatonna
Red Wing
Rochester
St. Cloud
St. James
St. Paul:
 Central
 Cleveland
 Humboldt
Stillwater
Winona

Missouri.

Acad. Drury Col.
Kansas City:
 Central
 Manual Training
 Westport
Kirkwood
St. Louis:
 Central
St. Louis:
 McKinley
 Mary Institute
 Smith Academy
 Wash. Univ. Man. Tr'g.
St. Joseph
Trenton
Webster Groves

Nebraska.

Beatrice
Brownell Hall
Hastings
Lincoln Academy
Lincoln
Omaha

South Dakota.

Deadwood
Lead
Mitchell
Sioux Falls
Watertown
Yankton

Ohio.

Akron
Ashtabula
Bellefontaine
Bowling Green
Canton
Cincinnati:
 Hughes
 Walnut Hills
 Woodward
Cleveland:
 Central
 East
 Glenville
 Lincoln
 South
 West
Columbus:
 Central
 East
 North
 South
Delaware
East Cleveland
East Liverpool
Elyria
Fostoria
Gallipolis
Greenville
Hamilton
Lakewood
Lima
Mansfield
Marietta
Marion
Middletown
Mount Vernon
Oberlin Academy
Newark
New Philadelphia
Painesville
Piqua
Portsmouth
Salem
Sandusky
Steubenville
Toledo
Troy
Van Wert
Warren
Washington C. H.
Xenia
Youngstown

Wisconsin.

Antigo
Appleton
Ashland
Baraboo
Beaver Dam (Wayland Acad.)
Beloit
Berlin
Eau Claire
Elkhorn
Fond du Lac
Fort Atkinson
Grand Rapids
Hudson
Janesville
Kenosha
La Crosse
Madison
Manitowoc (North Side)
Marinette
Marshfield
Menomonie
Merrill
Milwaukee:
 East Division
 South Division
 West Division
 Sem. Dept., Downer Col.
Oshkosh
Plymouth
Racine
Racine (Gram. School of Racine College)
Ripon
Sheboygan
Superior:
 Blaine
 Nelson Dewey
Tomah
Waukesha
Waukesha (Carroll College Academy)
Wausau
Wauwatosa
Whitewater

THE COURSES OF STUDY

THE GROUP SYSTEM.

The courses of study are arranged in what is known as the group system, which, in recent years, in very many institutions, has supplanted the fixed courses which previously obtained. This arrangement is believed to have the advantage of giving the student a somewhat comprehensive view of the various departments of knowledge, and at the same time a chance to specialize in the line of his individual aptitudes, or with reference to subsequent professional or graduate work. The group system aims to retain the advantages of both the fixed course system and the free elective system, while avoiding the defects of each, "to maintain a proper balance between educational control on the one side and individual freedom of choice and self direction on the other." The various groups are so arranged that studies are required which are regarded as essential to a broad and liberal culture, and at the same time making it possible to secure advanced training in a subject in which the student may desire special preparation.

THE UNIT DEFINED.

The semester hour is the unit used in securing the number of hours of credit which each course gives. By semester hour is meant one recitation or class exercise per week, one hour in length, in a study continuing during a semester. Students are required to take sixteen semester hours per semester for full work, or thirty-two hours per year. As

already stated one hundred and twenty-eight hours complete the course and entitle the student to graduation. Two and one-half hours of laboratory work are equivalent to one recitation hour.

REGULATIONS GOVERNING THE SELECTION OF COURSES.

1. Students are earnestly advised to study carefully the description of courses given in subsequent pages of the catalogue, and to note which courses are marked as prerequisites.

2. Each student is placed under a class officer and must select his work with his advice. Names of class officers for the ensuing year are: Freshmen, President Plantz, Professors Naylor, Rosebush and Wright; Sophomores, Professor Farley; Junior, Professor Trever; Seniors, Professor Lymer; Sub-Freshmea, Professor Youtz.

3. When a student has selected a study continuing through more than one semester, he cannot receive credit on it until he has completed the full work in said study, unless excused by the faculty.

4. No student will be permitted to take more than seventy hours in any one group, or forty hours in any one department, except as in Engineering and Chemical courses.

5. No student is permitted to take less than fourteen or more than seventeen hours without permission of the faculty.

6. Each student must choose a *major* and a *minor* subject not later than the beginning of his Junior year. The *major* must consist of not less than twenty-four hours in some one department, required work being included. The *minor* must consist of not less than fourteen hours, chosen in some one department, other than the major. Courses in

Latin, Greek, and German, described as elementary, may not be counted as major or minor work. The representative groups given in the succeeding pages are so arranged that each includes a major in some subject and a minor in another. A study of these groups will assist the student in selecting his course in harmony with this requirement.

7. Candidates for a baccalaureate degree may present a graduating thesis on a subject approved by the class officer and the professor in whose department his major work is taken, equivalent to four hours credit. The thesis must represent some phase of the student work in his major subject; must show that it represents careful preparation; must be type-written on paper of good quality, 8 by 10 inches in size, and deposited in the College Library at least two weeks before commencement. Before being accepted it must be approved by the head of the department in which the work is done. After acceptance the thesis becomes the property of the college.

8. Students who are candidates for departmental honors, should confer with the head of the department in which honors are desired with reference to the courses they are to elect.

ARRANGEMENT OF COURSES.

The courses offered in the College of Liberal Arts have been divided into the following seven groups, from which students must select their work according to the conditions described below.

Group I. Ancient and Modern Languages and Literature, including Greek, Latin, Hebrew, German, French, and Spanish.

Requirement: Sixteen hours must be elected from this group, except that students whose major is in Science need elect but eight.

Group II. English Language and Literature, including Rhetoric and Public Speaking.

Requirement: Twelve hours must be elected in this group, six of which must be Freshman English, and two Public Speaking. The required work in Public Speaking is Course I, which must be completed by the end of the Sophomore year.

Group III. History, Politics, Sociology and Economics.

Requirement: Nine hours must be elected in this group, at least three of which must be history.

Group IV. Mathematics, including Mechanical Drawing and Astronomy.

Requirement: Students majoring in Mathematics or any of the sciences, must take six hours in Mathematics, but those majoring in other subjects need elect but three.

Group V. Science, including Physics, Chemistry, Biology, Botany, Zoology, Geology and Mineralogy.

Requirement: Fourteen hours must be elected in this group, but students who major in Language, Literature or History, need elect but eight.

Group VI. Philosophy and Religion, including Biblical Literature and Education.

Requirement: Twelve hours must be elected in this group, three of which must be in Biblical Literature and three in the Evidences of Christianity, unless the student belongs to the Roman Catholic or Jewish church. Students who expect to teach in the public schools of Wisconsin, should elect Psychology and Pedagogy.

Group VII. Physical Education, Music and Art.

Requirement: All students, not especially excused, must elect four hours of Physical Culture in this group.

From the above statement of group requirements it will be seen that from seventy to eighty hours must be chosen

from the groups. The remaining hours are free electives with the exception that the requirements for major and minor work must be kept in mind.

FRESHMEN REQUIREMENTS.

In the Freshman year each student must select his studies under the following directions (the first number indicates the hours, and the number in brackets, the course):

(a) All students must elect six hours of Rhetoric and two hours of Physical Training. Students who expect to do considerable work in Science must also choose six hours in Mathematics.

(b) Students must take at least eight hours of one of the following subjects and cannot take more than sixteen hours.

Greek, 8 (3 and 4).	German, 8 (5 and 6).
Latin, 8 (1).	French, 8 (1 and 2).

(c) Students must select in addition from the following courses sufficient to make a total of thirty-two hours for the year.

Bible, 6 (courses 1 and 2) or (3 and 4).	Literature, 6 (5 and 8).
	Mathematics, 3 (1 or 2).
Biology, 10 (1).	Mechanical Drawing, 6 (2).
Chemistry, 10 (1).	Physics, 6 or 10 (1 and 3).
History, 6 (Hebrew or Mediaeval).	Physiography, 3 (1).
	Economics, 3 (1).
Latin, 2 (2).	Public Speaking, 2 (1).

SUGGESTIVE GROUPS OF GENERAL CULTURE AND PRE-PROFESSIONAL COURSES.

The object of a college education is two-fold, namely, to assist the student in solving the theoretical problems in life and to prepare him to efficiently execute his calling as a member of society. The first object relates itself to general

culture, and the latter to laying the basis for technical or professional success. We have, therefore, arranged a number of groups with this two-fold end of education in mind. Those under the heading, General Culture Groups, are information courses, having as their end the development of the student in wisdom and contemplative ability; while those named Pre-professional Groups, are designed to lay a strong basis for technical training, and prepare for the practical work of life. By reading the descriptive matter at the head of each group, the student will learn not only what subjects constitute the major and minor in it, but what end it has been especially arranged to serve. These groups are not rigid requirements; they are simply suggestive and supposed to guide the student in his selection of courses in harmony with the particular object he may have in view. Additional information will be given by the student's class officer, and it is further suggested that before choosing a major or minor the instructors, in whose departments the work comes, be also consulted as to the work desired. Each group consists in the main of three years of continuous work in a major and minor subject, combined with such other subjects as seem necessary to broaden the general outlook of the student, and at the same time provide important collateral work to his principal subjects. The free electives make it possible in most cases for the student to pursue at least four years of continuous work in a major subject if he so desires. Courses can be suggested by the class officers, especially calculated to lay a strong foundation for other callings and professions than those specified in the description of the groups. Those wishing to teach should select the General Culture Group, which contains as major and minor the subjects they especially desire to prepare in, together with the courses of the department of education.

GENERAL CULTURE GROUPS.

GREEK—LATIN.

The ancient language group is especially designed for those desiring the broadest training for the literary professions and for those expecting to specialize in ancient languages.

Freshman.	Sophomore.	Junior.	Senior.
Latin 8	Greek 8	Greek 4	Philosophy 3
Greek 8	Latin 8	Latin 4	Religion 6
Rhetoric 6	Science 8	English 4	Elective 23
Mathematics 3	History 3	Political Science 7	
Physical Education 2	Physical Education 2	Philosophy 6	
Public Speaking 2	Elective 3	Elective 7	
Elective 3			

LATIN—MODERN LANGUAGES.

The Latin-Modern language group is essentially the same as the ancient language, except that modern language is substituted for Greek. This group is intended for those preferring a literary training where more emphasis is put on modern languages.

Freshman.	Sophomore.	Junior.	Senior.
Latin 8	Latin 8	Latin 4	Philosophy 3
Modern Language 8	Modern Language 6	Modern Language 4	Religion 6
Rhetoric 6	Science 8	English 4	Elective 23
History 6	Literature 4	Philosophy 6	
Mathematics 3	Physical Education 2	Political Science 7	
Physical Education 2	Public Speaking 2	Elective 7	
	Elective 1		

MODERN LANGUAGE.

The Modern Language Group is planned for students wishing a broad literary training in modern, rather than in ancient languages.

Freshman.	Sophomore.	Junior.	Senior.
Ancient Language 8	German 8	German 4	Philosophy 3
History 6	French 6	Philosophy 6	Religion 6
German 8	Science 8	French 4	Elective 23
Rhetoric 6	Literature 4	Political Science 7	
Mathematics 3	Physical Education 2	English 4	
Physical Education 2	Public Speaking 2	Elective 7	
	Elective 1		

ENGLISH—HISTORICAL.

The English Historical Group is arranged to offer an opportunity for a somewhat broad specialization in literature and history, fitting students for teaching or for graduate work in these studies.

Freshman.	Sophomore.	Junior.	Senior.
Rhetoric 6	Literature 8	Literature 6	Philosophy 3
History 6	History 6	History 6	Religion 6
Language 8	Language 8	Philosophy 6	Elective 23
Science 8	Mathematics 3	Political Science 7	
Physical Education 2	Physical Education 2	Elective 7	
Public Speaking 2	Elective 5		

GENERAL SCIENTIFIC.

The General Scientific Group is intended for those desiring a general scientific training, or as a foundation for teaching, as well as for graduate work in some line of natural or physical sciences.

Freshman.	Sophomore.	Junior.	Senior.
Biology 10, or Chemistry 10	Biology 8	Physics 5	Philosophy 6
Mathematics 6	Chemistry 8	Mineralogy 4	Religion 6
Rhetoric 6	Physics 10	History 3	Geology 8
Modern Language 8	Mathematics 5	English 4	Astronomy 3
Physical Education 2	Physical Education 2	Public Speaking 2	Elective 9
		Political Science 6	
		Elective 8	

MATHEMATICAL—PHYSICAL.

The Mathematical-Physical Group affords a good basis

for those intending to teach either mathematics or physics, or for graduate work in these studies.

Freshman.	Sophomore.	Junior.	Senior.
Mathematics 6	Mathematics 5	Mathematics 10	Political Science 6
Physics 10	Physics 10	Physics 4	Philosophy 6
Modern Language 8	Chemistry 10	History 3	Religion 6
Rhetoric 6	Physical Education 2	English 4	Astronomy 6
Physical Education 2	Public Speaking 2	Geology 8	Elective 8
	Elective 3	Elective 3	

CHEMICAL—SCIENTIFIC.

This group is arranged as a general culture course where chemical study is moderately emphasized, or as a course fitting for teaching chemistry and general science as well as a preliminary course for graduate work in chemistry. Those who expect to teach chemistry or follow this course with graduate work are advised to choose general chemistry, qualitative analysis, quantitative analysis and organic chemistry.

Freshman.	Sophomore.	Junior.	Senior.
Chemistry 10	Chemistry 8	Chemistry 8	Political Science 6
German 8	Physics 10	Mineralogy 4	Philosophy 6
Mathematics 6	Mathematics 5	Mathematics 5	Geology 4
Rhetoric 6	History 3	Biology 10	Religion 6
Physical Education 2	Physical Education 2	English 4	Elective 10
	Public Speaking 2	Elective 1	
	Elective 2		

PRE-PROFESSIONAL GROUPS.

HISTORICAL—POLITICAL.

The Historical-Political Group furnishes a basis for the subsequent study of *Law,* or for specialization in history, politics, or economics. It is recommended also for students expecting to enter upon a business career.

Freshman.	Sophomore.	Junior.	Senior.
History 6, or	History 6	History 6	Philosophy 3
Political Science 6	Political Science 7	Political Science 6	Religion 6
Language 8	Language 8	Philosophy 6	Elective 23
Rhetoric 6	English 4	English 4	
Science 8	Mathematics 3	Elective 10	
Physical Education 2	Physical Education 2		
Public Speaking 2	Elective 2		

RELIGIOUS—PHILOSOPHICAL.

The Religious-Philosophical Group is intended for those who expect to study *Theology* and also for such students as desire to emphasize philosophy and religion at the same time giving a proportionate time to language.

Freshman.	Sophomore.	Junior.	Senior.
Language 8	Religion 6	Religion 8	Philosophy 6
History 9	Philosophy 6	Philosophy 6	Political Science 6
Mathematics 3	Language 8	Literature 6	History 6
Rhetoric 6	Science 8	Science 4	Elective 14
Physical Education 2	Physical Education 2	Elective 8	
Elective 4	Public Speaking 2		

CHEMICAL—BIOLOGICAL.

The Chemical-Biological Group is designed as a preparation for *medical courses* and also for students who may wish to specialize in biological and chemical studies leading to pharmacy, agriculture and forestry or other professional lines of natural history or chemistry.

Freshman.	Sophomore.	Junior.	Senior.
Chemistry 10, or	Chemistry 8	Chemistry 8	Political Science 6
Biology 10	Biology 8	Biology 8	Philosophy 6
Mathematics 6	Physics 10	History 3	Religion 3
Rhetoric 6	Physical Education 2	English 4	Geology 8
Modern Language 8	Public Speaking 2	Religion 3	Elective 9
Physical Education 2	Elective 2	Elective 8	

COURSE IN CHEMISTRY.

It is the special aim of this course to offer facilities in training to those desiring to become chemists. The demand for chemistry not only in teaching but in many industries

is at present great and is rapidly increasing each year. The demand comes from agricultural experiment stations under government control; from sanitary and hygienic laboratories of municipalities; from industrial concerns engaged in the preparation of foods, textile fabrics, metalurgical products, building materials, paper, leather, chemicals and other manufactured products.

In all this work the services of chemists well qualified in analytical, physical, organic, and industrial chemistry have come to be indispensable. The demand for teachers of chemistry in the schools has naturally grown apace with the demand for chemists.

This course offers facilities for one to enter the field as chemist though it is not designed to fit one for any special line of chemical industry. With this foundation a short university course in special lines will equip one well to take up the specialty desired and enter any field with reasonable prospect of successful advancement.

First Year.	Second Year.	Third Year.	Fourth Year.
Chemistry 10	Chemistry (Qual. Anal.) 8	Chemistry (Quan. Anal.) 8	Organic Chemistry 10
German or French 8	Mechanical Drawing 6	Chemistry (Physical) 4	Analytical Chemistry 8
Algebra and Trigonometry 5	Calculus 5	Chemistry (Industrial) 4	Geology 4
Analytical Geometry 5	Physics 10	Biology or Mechanics or Economic History, and Theory of Economics 10	Mineralogy 4
Rhetoric 6	Physical Education 2	Elective 6	Elective 6
Physical Education 2		English Literature	Ethics or Religion
		Biblical Literature	Education
		Psychology	Geology
		Scientific German	
		History	
		Physics	
		Physiology	
		Surveying	
		Astronomy	
		Descriptive Geometry	

PRE-ENGINEERING.

Arrangement has been made with the University of Wisconsin whereby the graduate of Lawrence, who has already completed this course can obtain the degree of B. S. in any of the lines of engineering in two years with an additional summer, or he can obtain in two years and two summer terms his Engineering degree, (C. E., M. E., E. E., etc.).

Freshman.	Sophomore.	Junior.	Senior.
Mathematics (3) 3	Mathematics (6) (7) 10	Engineering (4) 3	At least 16 hrs. from the following:
Mathematics (4) 2	Engineering (1) (2) 6	Engineering (9) 5	Geology
Mathematics (5) 5	Engineering (5) (6) 2	Electives	Mineralogy 4
German or French 8	Physics 10	English	Economics (4)
Chemistry (1) 10	Electives	Physics 10	‡Engineering (3) (4)
English (1) 6	*Chemistry (2) 8	§Chemistry (3) 8	‡Engineering (7) (8)
Physical Education 2	†Science German 4	‡Astronomy 6	Physics
	Economics (1) 6	Geology 8	Chemistry
	Sociology 4	Psychology 6	Sociology
	Scientific German 4		Philosophy
	Physical Education 2		English

*Required of chemical, mining, and electrical engineers.
§Required of chemical and mining engineers.
‡Required of civil engineers.

It is the universal opinion, among leading engineers, that a college course such as outlined above, will not only lay the foundation for broader culture and greater efficiency in the engineer, but will enable him in a few years to surpass his fellow, who, through eagerness to be in the field, has contented himself with a harder and more technical course. The Wisconsin University vigorously endorses this attitude, as do all the best technical schools of the country.

Where necessity demands it, however, it is possible for an exceptional student, who is not deficient in entrance requirements (including an additional half year of algebra), to pursue the following briefer course, which is equivalent, with the exception of a small amount of shop work, to the

first two years of the courses at the technical schools. Those who complete this course will receive credit at the University of Wisconsin for the subjects taken, and will usually be able to complete the engineering course in two years and one or two summers.

Engineering students are allowed 21 hours, provided, that if a student, taking more than 17 hours under this rule, fail in more than one subject the first month, or if he fail in one the first and in one the second, or if the second month his grades in more than half his hours are below 80, he must drop one subject. No student taking more than 17 hours under this rule shall receive in any one semester more than 17 hours credit toward graduation at Lawrence.

Freshman Year.		Sophomore Year.	
First Semester	Second Semester	First Semester	Semester Second
English (1) 3	English (1) 3	Mathematics (6) 5	Mathematics (7) 5
German or French 4	German or French 4	Physics 5	Physics 5
Mathematics (3) (4) 5	Mathematics (5) 5	Engineering (4) 3	Engineering (9) 5
Chemistry (1) 5	Chemistry (1) 5	†Engineering (3) 1	†Engineering (4) 1
Engineering (1) 4	Engineering (2) 3	†Engineering (7) 3	†Engineering (8) 3
*El. Surveying (5) 1	*Engineering (6) 1	Elective Chemistry	Elective Chemistry
		Scientific German	Scientific German
		Scientific French	Scientific French
		Astronomy	

*Required of civil and electrical engineers, elective for others.
†Required of civil engineers.
Note: See above.

TEACHING.

The course for teachers is not outlined in years, as it will vary with the subjects the student wishes to prepare to teach. The following outline will, however, be suggestive:

Major subject (the subject which the student expects to teach should constitute the major).

Minor subject. (In the General Culture Groups the minor which correlates best with the major selected will be indicated.)

PSYCHOLOGY. 1. General Psychology. 2. Mental Development and Functions. 3. Experimental Psychology.

EDUCATION. 1. History of Education. 2. Principles of Teaching. 3. Educational Administration and Supervision. 4. Teacher's Courses in the major and minor subjects. (See Department of Education.)

The remaining studies should be selected in harmony with the recommendations in the group which contains the major and minor which the student wishes to teach.

NORMAL SCHOOLS.

Graduates from the present German and Latin courses of the state normal schools of Wisconsin granted sixty-four unit hours college credit toward the Bachelor of Arts degree, provided, that in the selection of courses in the normal school, courses of college grade be selected, preferably from Science and Mathematics; and provided further, that students taking elementary foreign languages n the normal school must comply with the same language requirements as students entering the college with no foreign language.

Graduates from the present English course at the state normal schools of Wisconsin are granted sixty-four unit hours credit toward the Bachelor of Philosophy degree. In the selection of courses for graduation from Lawrence College at least sixteen unit hours of foreign language must be chosen.

SCHEDULE OF RECITATIONS

FIRST SEMESTER 1910-11

8:00	Bible 1	M		W		F	Greek 1		T	W	Th	F
	Bible 3		T		Th		History 15					F
	Engineering 7		T		Th		Mathematics 1	M		W		F
	English 4		T		Th		Physics 1	M		W		F
	English 7		T		Th		Psychology 1	M		W		F
	French 1		T	W	Th	F	Rhetoric 1	M		W		F
	Geology 4		T				Sociology 9		T		Th	
	German 1		T	W	Th	F	Zoology 6		T		Th	
9:20	Chemistry 1		T		Th		Greek 2		T	W	Th	F
	Economics 4		T		Th		History 7		T		Th	
	English 11		T		Th		Mathematics 1	M		W		F
	English 5	M		W		F	Mathematics 6	M	T	W	Th	F
	English 20		T		Th		Philosophy 3 or 4	M		W		F
	French 5	M		W		F	Physical Edu. 5		T		Th	
	German 3	M		W	Th	F	Physiography		T		Th	
	German 9	M		W		F	Rhetoric 1	M		W		F
	German 11				Th		Rhetoric 2		T		Th	
	Geology 5	M		W		F	Zoology 5					F
10:20	Chemistry 4	M		W			History 1	M		W		F
	English 14		T		Th		Latin 1		T	W	Th	F
	Engineering 4					F	Latin 2	M				
	Ethics 3		T		Th		Mathematics 3	M		W		F
	French 7	M		W		F	Mathematics 4		T		Th	
	German 5	M		W		F	Physical Edu. 1	M		W		F
	German 7				Th		Physical Edu. 3		T		Th	
	German 19		T		Th		Physics 2 or 5	M		W		F
	Greek 11		T		Th		Zoology 4	M		W		F
11:20	Biology 1		T		Th		German 7				Th	
	Botany 9					F	Greek 9	M		W		F
	Chemistry 2	M					Greek 10		T		Th	
	Chemistry 3			W			History 1	M		W		F
	Economics 1	M		W		F	History 3		T		Th	
	Economics 2		T		Th		Latin 7	M		W		F
	Engineering 1		T				Latin 9		T		Th	
	English 19	M		W			Mathematics I	M		W		F
	French 1		T	W	Th	F	Oratory 2		T		Th	
	Geology 3	M		W		F	Physical Edu. 1	M		W		F
	German 1	M	T	W		F	Physical Edu. 3		T		Th	
	German 5	M		W		F	Psychology 1	M		W		F
1:30	Bible 1	M		W		F	Greek 4		T	W	Th	F
	Botany 7		T		Th		Latin B	M	T	W	Th	F
	Chemistry 6	M	T	W	Th		Oratory 2		T		Th	
	Elocution 1	M			Th		Physical Edu. 1	M		W		F
	Elocution 3					F	Politics 6	M	T	W	Th	
	Ethics 1		T		Th		*Rhetoric 1		T		Th	
	Education 1	M		W		F	Zoology 2			W		F
	French 3		T	W	Th	F						
2:30	Bible 4		T		Th		Latin 5		T		Th	
	Compar. Religion				Th	F	Mathematics 1	M		W		F
	Chem. 1, Sec. 1	M					Oratory		T		Th	
	Chem. 1, Sec. 2			W			Physical Edu. 7	M				
	German 13	M		W			Physical Culture		T		Th	
	Greek 6 or 7	M		W		F	Religion 5		T		Th	
	History 10	M		W		F	*Rhetoric 1					F
	Latin A	M	T	W	Th	F	Spanish	M		W		F
	Latin 4	M		W		F						

*Must be taken together.

3:30	Bible 6			T				Hist. of Art			T			
3:55	German 9		M		W		F	Physical Culture			T		Th	
	Debate			T										

Philosophy 1 — Thursday Eve. — Economic Seminar — Tu. Eve.
History 12 — Tuesday Eve.

HOURS TO BE ARRANGED.

Hebrew 1
Chemistry 8
Physics 7

LABORATORY AND FIELD PERIODS.

Physics 3	8:00 - 10:20			T		Th								
Physics 4	8:00 - 10:20			T		Th		9:20 - 12:20	Fri.					
Chemistry 1, Sec. 1	10:20 - 12:20			T		Th		8:00 - 10:00	Sat.					
Chemistry 1, Sec. 2	2:30 - 5:00			T		Th		8:00 - 10:00	Sat.					
Chemistry 2-3-5	1:30 - 5:00	M	T	W		Th		8:00 - 12:00	Sat.					
Biology 1, Sec. 1	9:20 - 11:20			T		Th		10:00 - 12:00	Sat.					
Biology 1, Sec. 2	2:30 - 5:00	M			W			10:00 - 12:00	Sat.					
Zoology 4 and 5	1:30 - 5:00	M	T	W		Th		8:00 - 12:00	Sat.					
Engineering 1	1:30 - 3:30	M			W		F	10:20 - 12:20	Sat.					
Engineering 4	10:20 - 12:20	M			W		F	10:20 - 12:20	Sat.					
Engineering 5	1:30 - 3:30			T		Th								
Engineering 3	10:20 - 12:20			T										
Engineering 7	1:30 - 4:30			T		Th								

SCHEDULE OF RECITATIONS

SECOND SEMESTER 1910-11

8:00	Bible 2	M		W		F	Greek 1			T	W	Th	F	
	Bible 3		T		Th		Mathematics 2	M			W			F
	Engineering 8		T		Th		Physics 1	M			W			F
	English 13		T		Th		Psychology 2	M			W			F
	French 2		T	W	Th	F	Rhetoric 1	M			W			F
	Geology 4		T				Sociology 11		T			Th		
	German 2		T	W	Th	F	Zoology 6		T			Th		
9:20	Chemistry 1		T		Th		History 8		T			Th		
	Economics 4		T		Th		Mathematics 2	M			W			F
	English 8	M		W		F	Mathematics 7	M	T	W	Th	F		
	French 6	M		W		F	Philosophy 3 or 4	M			W			F
	German 4	M		W	Th	F	Physical Edu. 6		T			Th		
	German 10	M		W		F	Rhetoric 1	M		W				F
	German 12				Th		Rhetoric 2		T			Th		
	Greek 3		T	W	Th	F	Zoology 5							F
10:20	Chemistry 4	M		W			Latin 1			T	W	Th	F	
	English 17		T		Th		Latin 2	M						
	French 8	M		W		F	Mathematics 5	M	T	W	Th	F		
	German 6	M		W		F	Physics 2 or 5	M			W			F
	German 8				Th		Physical Edu. 4		T			Th		
	German 20		T		Th		Physical Edu. 2	M			W			F
	Greek 11 or 12		T		Th		Psychology 4	M		W				
	History 2	M		W		F	Religion 4		T			Th		
	History 14		T		Th		Zoology 4	M		W				F

11:20

Biology 1			T		Th			German 8					Th		
Botany 9						F		Geology 2			T		Th		
Chemistry 2	M							Geology 3	M			W			F
Chemistry 3			W					Greek 9	M			W			F
Economics 1	M		W			F		History 2	M			W			F
Economics 2			T		Th			History 4			T		Th		
Engineering 9	M	T	W	Th	F			History 13			T		Th		
Engineering 2			T					Latin 7	M			W			F
English 9	M		W			F		Latin 9			T		Th		
English 18			T		Th			Oratory 2			T		Th		
French 2			T	W	Th	F		Physical Edu. 2	M		W				F
German 2	M	T	W			F		Physical Edu. 4			T		Th		
German 6	M		W			F		Psychology 3	M		W				F

1:30

Bible 2	M		W			F		Greek 5			T	W	Th		F
Botany 8			T		Th			Greek 13	M						
Chemistry 7	M	T	W	Th				Latin B	M	T	W	Th			F
Education 2	M		W			F		Oratory 2					Th		
Elocution 1	M				Th			Physical Edu. 2	M			W			F
Elocution 3						F		Physics 6	M	T	W	Th			
Ethics 2			T		Th			Politics 7			T	W	Th		F
French 4			T	W	Th	F		*Rhetoric 1			T		Th		
Geology 6	M		W			F		Zoology 3				W			F

2:30

Bible 5			T		Th			Latin 5		T			Th		
Chem. 1, Sec. 1	M							Missions						Th	F
Chem. 1, Sec. 2			W					Oratory			T		Th		
German 14	M		W					Physical Culture			T		Th		
Greek 6 or 7	M		W			F		Physical Edu. 8	M						
History 11	M		W			F		Religion 6			T		Th		
Latin A	M	T	W	Th		F		*Rhetoric 1							F
Latin 4	M		W			F		Spanish	M			W			F

*Must be taken together.

3:30 5:30

German 10	M		W			F		Physical Culture			T		Th		
Debate		T						Bible 6			T				

Philosophy 1 Thursday Eve. Economics 5 Tuesday Eve.

HOURS TO BE ARRANGED.

Education 3
Physics 7

Hebrew 1

LABORATORY AND FIELD PERIODS.

Physics 3	8:00 - 10:20			T		Th				
Physics 4	8:00 - 10:20			T		Th		9:20 - 12:20		Fri.
Chemistry 1, Sec. 1	10:20 - 12:20			T		Th		8:00 - 10:00		Sat.
Chemistry 1, Sec. 2	2:30 - 5:00			T		Th		8:00 - 10:00		Sat.
Chemistry 2-3-5	1:30 - 5:00		M	T	W	Th		8:00 - 12:00		Sat.
Biology 1, Sec. 1	9:20 - 11:20			T		Th		10:00 - 12:00		Sat.
Biology 1, Sec. 2	2:30 - 5:00		M		W			10:00 - 12:00		Sat.
Zoology 4 and 5	1:30 - 5:00		M	T	W	Th		8:00 - 12:00		Sat.
Engineering 2	1:30 - 3:30				W		F	10:20 - 12:20		Sat.
Engineering 6	1:30 - 3:30			T		Th				
Engineering 8	1:30 - 4:30			T		Th				

DESCRIPTION OF COURSES

I. ANCIENT AND MODERN LANGUAGES.

A. Greek. Professor Trever.

The purpose of the work in Greek is to acquire the ability to read with ease and appreciation the masterpieces of Greek Literature, and thereby to gain an entrance into the inner thought and life of the Greeks. This purpose is impressed upon the mind of the student, not as a mere ideal, but as a practical working principle. Though thorough grammatical knowledge is insisted upon, this and all other purposes are made secondary to that enunciated above.

Course 1 is for beginners. Students who, upon entrance to college, have already completed the equivalent of this course, may obtain if they desire, four years of advance work in the language.

1. Elementary Greek.—The purpose in this course is, in so far as possible, to accomplish in one year the ordinary preparatory work in Greek of three semesters. Gleason's Greek Primer, followed by Gleason's "Story of Cyrus," Selections from Anabasis or the Gospel of Mark. Two semesters. Eight hours credit. 8:00 (Tu. W. Th. F.)

2. Homer.—Selections from the Iliad. Study of Homeric questions. Comparison with other epics. Twenty lessons in easy Greek prose and review of grammar. First semester. Four hours credit. 9:20 (Tu. W. Th. F.)

3. Homer.—Rapid reading of several books of the Iliad and Odyssey, the remainder being read in translation,

and reported upon by the class. Study of the early Greek life and Mythology. Second semester. Four hours credit. 9:20 (Tu. W. Th. F.)

4. HISTORIANS.—Herodotus, "The Persian Wars," Thucydides, "The Sicilian Expedition" or selections from the "Hellenica" of Xenophon. First semester. Four hours credit. 1:30 (Tu. W. Th. F.)

5. PLATO.—Apology, Crito and Phaedo. These are supplemented by reading from Xenophon's "Memorabilia" and "Symposium," and Aristophane's "Clouds," in the endeavor to gain a complete picture of the life and character of Socrates. Second semester. Four hours credit. 1:30 (Tu. W. Th. F.)

6. TRAGEDY AND LYRIC POETRY.—One play from each of the three tragedians, and selections from the lyric poets. Comparison of the tragedies with modern dramas, and with each other. Study of the Greek Theatre. Lessons in advanced Greek prose composition. Two semesters. Six hours credit. 2:30 (M. W. F.)

7. ORATORS.—Selections from the Canon of the Attic Orators, followed by a thorough study of Demosthenes' "De Corona." In this course a careful study is made of the development of Greek oratory, and of the life and times of Demosthenes. Comparison with modern civic eloquence. Lessons in advanced prose composition. Two semesters. Six hours credit. 2:30 (M. W. F.) Alternates with Greek 6.

8. COMEDY.—Aristophanes, two plays. First semester. Two hours credit.

9. NEW TESTAMENT GREEK.—An inductive study of the Gospel of John. Text, Harper's "Introductory New Testament Greek Method." The work is supplemented by

a more rapid translation of the Gospel of Mark. Open only to beginners. Two semesters. Six hours credit. 11:20 (M. W. Tu.) Alternates with course 10.

10. Selected Epistles of Paul.—Rapid reading and interpretation on the basis of the Greek text. First semester. Two hours credit. 11:20 (Tu. Th.)

Greek Literature, History, and Antiquities.—The following courses are open to all students, and require no knowledge of Greek.

It is a commonly recognized fact that Greek literature and civilization have had a leading part in the development of modern literature and institutions. Turn to what phase of life we will, to Civics, Art, Oratory, Philosophy, Poetry in its several branches, we find the evident marks of Greek influence. Plastic art cannot be studied except by constant reference to Athens. The modern, complex state is studied to best advantage after a thorough grounding in the essentials of the ancient city-state. But above all much of the best of our English poetry cannot be highly appreciated without an acquaintance with Homer and the Attic Dramatists. The student of English Literature, especially, cannot afford to neglect Greek poetry, for many of our best English poets literally lived and breathed in its atmosphere. It is here they learned their poetic music, their lyric flights, their sublime imagination, and their boldness to grapple with life's profoundest problems.

The purpose of the following courses is then to open the door to a wider appreciation of Greek Literature and institutions for all college students, but especially for students of English poetry and history.

11. The Greek Drama in English.—A careful study of the origin, development, and literary characteristics of the Greek drama, introduced by a few lectures on

Greek epic and lyric poetry. Representative tragedies and comedies are studied critically. Comparison of the dramatists with each other and with modern, constant reference to English Literature. Two semesters. Four hours credit. 10:20 (Tu. Th.)

12. Greek History to the Conquest of Alexander.—Considerable reading of translations from the Greek classics required, as a study of the sources. Second semester. Three hours credit. 11:20 (M. W. F.) Given in 1910-11.

13. The Private Life of the Greeks.—Studied from Greek Literature and the monuments. Second semester. One hour credit. 1:30 (M.)

B. Latin. Professor Wright.

To acquire the ability to read the masterpieces of Roman literature with care, accuracy, and appreciative enjoyment, is the purpose kept steadily in view. Without neglecting the necessary grammatical technicalities of the language, the chief emphasis is given to a sympathetic literary interpretation of the authors read, with proper reference to their subject matter, stylistic features, historical interest, and the mythology and antiquities involved.

The masterpieces of Cicero, Livy, Tacitus, Pliny, Vergil, Horace, Sallust, Nepos, Martial, Terence, Plautus, Tibullus, Propertius, Ovid, Juvenal, Lucretius, and Catullus, are made the basis of the work, and enable the student to attain a wide and thorough knowledge of the best and most characteristic aspects of Roman Life and thought as revealed in the extant literature. The possibility is offered of electing the Latin throughout the college course. Members of advanced classes are granted the privileges of the Jones Memorial Latin Library. Students who are plan-

ning to teach Latin as a profession, are given special opportunities for preparation and training.

Courses 1, 2, and 3 are intended for Freshmen; 4, 5, and 6 for Sophomores; 7 to 10 for Juniors and Seniors.

A. Beginning Latin, Caesar.—A free elective course in elementary Latin and Caesar's *De Bello Gallico.* Two semesters. Ten hours credit. 2:30 (M. Tu. W. Th. F.)

B. Cicero, Vergil.—Four orations of Cicero and six books of Vergil's *Aeneid.* Exercises in writing Latin. Two semesters. Ten hours credit. 1:30 (M. Tu. W. Th. F.)

1. Cicero, Vergil, Horace, Terence.—The *De Senectute* of Cicero, *Eclogues* of Vergil, *Odes and Epodes* of Horace, and *Phormio* of Terence. Quantitative reading of the Latin aloud. Exercises in writing Latin. Two semesters. Eight hours credit. 10:20 (Tu. W. Th. F.)

2. Phaedrus, Sallust.—Easy translation course to supplement course 1. Two semesters. Two hours credit. 10:20 (M.)

3. Ovid, Nepos.—Alternates with course 2. Not given in 1910-11. Two semesters. Two hours credit. 10:20 (M.)

4. Livy, Horace, Plautus.—Selections from Livy I, II and XXI. Satires and Epistles of Horace. *Captivi* of Plautus. Exercises in writing Latin. Historical outlines of Roman literature. Two semesters. Six hours credit. Prerequisite: Latin 1. 2:30 (M. W. F.)

5. Augustan Poetry.—This course deals mainly with Vergil and Ovid. Supplements course 4. Two semesters. Four hours credit. Prerequisite: Latin 1. 2:30 (Tu. Th.)

6. Roman Comedy.—Selected plays of Terence and Plautus. Attention will be directed to dramatic form and

also to linguistic features. Alternates with course 5. Not given in 1910-11. Two semesters. Four hours credit. Prerequisite: Latin 1. 2:30 (Tu. Th.)

7. Juvenal Tacitus; Cicero, Tibullus, Propertius.—An advanced translation course. Two semesters. Six hours credit. Prerequisite: Latin 4. 11:20 (M. W. F.)

8. Catullus, Cicero, Pliny, Martial.—Alternates with course 7. Not given in 1910-11. Two semesters. Six hours credit. Prerequisite: Latin 4. 11:20 (M. W. F.)

9. Teachers' Training Course.—Historical Latin Grammar: Pronunciation, Hidden Quantity, Orthography, Syntax of the Subjunctive, Syntax of the Cases. Exercises in Latin writing. Purposes and methods in Preparatory Latin. Two semesters. Four hours credit. Prerequisite: Latin 4. 11:20 (Tu. Th.)

10. Latin Composition.—Practical work in Latin writing with a review of grammatical forms and syntax. This course includes also a systematic study of Roman private life and antiquities. For prospective teachers. Alternates with course 9. Not given in 1910-11. Two semesters. Four hours credit. Prerequisite: Latin 4. 11:20 (Tu. Th.)

C. Hebrew. Professor Gerechter.

Hebrew has been introduced into the curriculum to accommodate students preparing for the ministry. It is expected that a good working knowledge of Hebrew will be acquired. In an informal way, the relation of Hebrew to the other Semitic languages and a general view of this field of study will be presented. Lectures on Hebrew literature will be delivered by the professor.

First Year.

1. HARPER.—Elements of Hebrew and Introductory Hebrew Method and Manual will be used as text-books. Lessons I to XVII, comprising the first chapter of Genesis. Written and oral translations from Hebrew into English and from English into Hebrew. First semester. Four hours credit. Hours to be arranged.

2. Text-books as above. Lessons XVII to XXXIII, comprising Genesis, chapters 2 and 3. Selected reading: Genesis, chapter 24. Written and oral translations from Hebrew into English and from English into Hebrew. Second semester. Four hours credit. Prerequisite: Hebrew 1, or an equivalent. Hours to be arranged.

Second Year.

3. Text-books same as in courses 1 and 2. Lessons XXXIII to L, comprising Genesis, chapters 4 to 9. Selected reading from Deuteronomy and Psalms. Written and oral exercises. First semester. Four hours credit. Prerequisites: Hebrew 1 and 2, or an equivalent. Hours to be arranged. Not given in 1910-11.

4. A general review of Grammar with selected reading from Psalms and Isaiah. Second semester. Four hours credit. Prerequisites: 1, 2, 3, or an equivalent. Hours to be arranged. Not given in 1910-11.

German. Professor Gerechter and Instructor F. G. Ruff.

D. German. Professor Gerechter and Mr. Ruff.

1. Pronunciation, German and English Cognates. *Joynes and Wesselhoeft's* Grammar. First semester. Four hours credit. Two sections: 8:00 (T. W. Th. F.) and 11:20 (M. T. W. F.)

2. Grammar, oral and written exercises. Reading, *Carmen Sylva,* Aus meinem Koenigreich, and other selected reading. Conversation on text. Second semester. Four hours credit. Prerequisite: German 1. Two sections: 8:00 (T. W. Th. F.) and 11:20 (M. T. W. F.)

3. MOSHER, Wilkommen in Deutschland, with conversation and reproduction of text. *Joyne's und Woesselhoeft's* Grammar. Sight reading. First semester. Four hours credit. Prerequisites: German 1 and 2. 9:20 (M. W. Th. F.)

4. SCHILLER, Wilhelm Tell and Life of Schiller. *Wesselhoeft's* Composition. Sight reading. Second semester. Four hours credit. Prerequisites: German 1, 2, and 3. 9:20 (M. W. Th. F.)

5. RIEHL, Burg Neideck. *Heine,* Die Harzreise. First semester. Three hours credit. Prerequisites: German 4. 10:20 or 11:20 (M. W. F.)

6. SCHILLER, Maria Stuart. Second semester. Three hours credit. Prerequisites: German 4. 10:20 or 11:20 (M. W. F.)

7-8. Composition in conjunction with German 5 and 6. *Pope,* German Composition. One hour through the year. Two hours credit. Prerequisites: German 4. 10:20 or 11:20 (Th.)

9. SUDERMANN, Der Katzensteg. First semester. Three hours credit. Prerequisites: German 6. 9:20 or 3:30 (M. W. F.)

10. GOETHE, Faust, or *Lessing,* Nathan der Weise. Second semester. Three hours credit. Prerequisites: German 9. 9:20 or 3:30 (M. W. F.)

11-12. Composition in conjunction with German 9

and 10. *Pope,* German Composition. Two original compositions. One hour through the year. Two hours credit. Prerequisites: German 8. 9:20 (Th.)

13-14. History of German literature from 350-1625. Two hours through the year. Four hours credit. Prerequisites: German 5 and 6. 2:30 (M. W.)

15-16. History of German literature from 1625 to the present time. Special attention will be paid to the studies of the classics. Two hours through the year. Four hours credit. Prerequisites: German 13 and 14. 2:30 (M. W.) Not given in 1910-11.

Bernhardt's Hauptfacta aus der Deutschen Litteratur will form the basis of courses 13-16, with lectures by the professor and collateral readings from Scherer, Gostwick and Harrison, Baskerville, and others.

17-18. Scientific German: *Wait's* German Science Reader. For students who have had German 6 or an equivalent. Two hours through the year. Four hours credit. 10:20 (Tu. Th.) Not given in 1910-11.

19-20. Teachers' German. For Juniors and Seniors who intend to become teachers. These courses may be taken in connection with German 13-16 or 9-12. Alternates with German 17-18. Two hours through the year. Four hours credit. 10:20 (Tu. Th.)

E. French. Instructor Miss Eddy.

1. Pronunciation. Elementary French Grammar. Reading: Selected. Conversation. First semester. Four hours credit. Prerequisite: German 1. 8:00 and 11:20 (Tu. W. Th. F.)

2. Reading. Mere Michel, Bédoliere, Voyage of Monsieur Perichon, Labiche and Martia, Trois Contes, Dandet.

Sight reading, conversation, reproduction of texts, dictation. Second semester. Four hours credit. Prerequisite: French 1. 8:00 and 11:20 (Tu. W. Th. F.)

3. Violon de Faience Champflemsy, Les Misérables, Hugo, Students' Edition. Composition, dictation, conversation. Four hours credit. Prerequisites: French 1 and 2. 1:30 (Tu. W. Th. F.)

4. Les Miserables finished, Moliere, L'Avare, Le Bourgeois Gentilhomme. Modern prose, composition, supplementary reading, dictation. Second semester. Four hours credit. 1:30 (Tu. W. Th. F.)

5. Corneille. Beamarchais, Lati. Composition, supplementary: Chateau d'If Dumas. Three hours credit. Prerequisites: French 1, 2, 3, and 4. 9:20 (M. W. F.)

6. Victor Hugo. Second semester. Three hours credit. Prerequisites: French 1, 2, 3, 4, and 5.

7. History of French Literature, with readings from Corneille, Racine, Moliere, Rousseau, and Voltaire. French reports on supplementary reading. First semester. Three hours credit. Prerequisites: French 1, 2, 3 and 4. 10:20 (M. W. F.)

8. History of French Literature. Reading; Chateaubriande, Hugo, Taine and other nineteenth century authors. Reports in French on supplementary reading. Lanson as reference. Second semester. Three hours credit. Prerequisites: French 1, 2, 3, 4 and 5. 10:20 (M. W. F.)

Spanish.

Courses in Spanish will be introduced for those who desire work in this language. Courses are designed to cover two years of work. It is expected that the student will, in the time allotted to this language, acquire a rapid reading

knowledge with some ability in conversation. Hills and Ford's Grammar, Partir a Tiempo. Conversation. Business Letters.

II. ENGLISH AND PUBLIC SPEAKING.

A. English Literature. Professor Corkhill and Dean Carter.

It is the purpose of these courses to give the student a practical and first-hand knowledge of those works that are admitted to be masterpieces, and are both the foundation and the culmination of what is best in our literature. No text-books are used but the works chosen; these are read outside the class, and the recitation period is given up to a discussion of their content, what it involves, and what principles of its particular type the whole work exemplifies. By such a method it is hoped that the study may be made practical, and that each recitation may furnish some suggestions that will be of aid to the student in his individual and self-directed reading; also, that the reading of the works chosen may inspire in him a desire to broaden his acquaintance with the whole subject of literature, and by this means contribute to his higher and fuller education.

1. Lowell.—A study of his poems, and of his period. First semester. Two hours credit. Alternating with course 2. 9:20 (Tu. Th.) Not given in 1910-11.

2. Lowell.—A study of his essays, and of his period. First semester. Two hours credit. Alternating with course 1. 9:20 (Tu. Th.) Not given in 1910-11.

3. Emerson.—A study of his work, and of his period. First semester. Two hours credit. Prerequisite: Six college credits in English Literature. 10:20 (Tu. Th.) Not given in 1910-11.

4. The Short Story.—A study of this form of litera-

ture as it appears in our present day magazines. First semester. Two hours credit. 8:00 (Tu. Th.)

5. Shakespeare.—A study of his representative plays and of his period. First semester. Three hours credit. 9:20 (M. W. F.)

6. Literary Criticism.—A study of the various forms of literature, with a view of finding out what are their fundamental principles and laws. Two semesters. Four hours credit. Prerequisites: Six college credits in English Literature. 11:20 (Tu. Th.) Not given in 1910-11.

7. Tennyson.—A study of his principal poems, and of his period. First semester. Two hours credit. Prerequisite: Four college credits in English Literature. Alternating with course 10. 8:00 (Tu. Th.)

8. Milton.—A study of his period, and of Paradise Lost. Second semester. Three hours credit. 9:20 (M. W. F.)

9. The Novel.—A study of this form of literature with a view of finding out its chief principles. Second semester. Three hours credit. 11:20 (M. W. F.)

10. Browning.—A study of his principal poems, and of his period. Two hours credit. Prerequisites: Six college credits in English Literature, three of which must be course 5. Alternating with course 7. 8:00 (Tu. Th.)

11. Teacher's Course.—A course designed especially for those expecting to teach literature in high schools. The selections required in high school courses will be taken up, with a view of teaching them. Two hours credit. Prerequisite: Nine college credits in English Literature. First semester. 11:20 (Tu. Th.)

12. The Romantic Movement.—A study of this period, and of the principal writers representing it. Second semester. Three hours credit. 11:20 (M. W. F.) Not given in 1910-11.

13. Carlyle.—A study, in alternating years, of Heroes and Hero-Worship and of Sartor Resartus. Second semester. Two hours credit. 8:00 (Tu. Th.)

14. The Eighteenth Century Literature.—A study of the most important conditions and influences of the literature of this period. First semester. Two hours credit. 10:20 (Tu. Th.)

15. Wordsworth.—A study of his principal poems, and of his period. Prerequisite: Six college credits in English Literature. First semester. Three hours credit. 10:20 (M. W. F.) Not given in 1910-11.)

16. Seminar.—A study of the history of English Literature. Prerequisite: Nine hours college credit in English Literature. 3:30 to 5:30 (Th.) Not given in 1910-11.

17. The Nineteenth Century Literature.—A study of the most important conditions and influences of the literature of this period. Second semester. Two hours credit. 10:20 (Tu. Th.)

18. The Seventeenth Century Literature.—A study of the literature of this century similar in scope and purpose to courses 14 and 17. Second semester. Two hours credit. 11:20 (Tu. Th.)

19. American Literature.—A general survey of the development of American literature. Two hours credit. First semester. 11:20 (M. W.)

20. The Principles of Literature.—A course designed for an introduction to the other courses in this

department. The chief forms of literature will be considered and works representative of each will be studied in the class. 9:20 (Tu. Th.) Two hours credit.

Attention is called to the following courses: 11 in the department of Greek, and 3 in the department of Biblical Literature.

B. Rhetoric and Composition. Professor Fairfield.

1. FRESHMAN ENGLISH.—A study of the principles of effective writing in prose; training in composition. Two semesters. Six hours credit. Four divisions: 8:00 (M. W. F.); 9:20 (M. W. F.); 1:30 (Tu. Th.); 2:30 (F.) Required of all Freshmen.

2. ADVANCED COMPOSITION.—Analysis of masterpieces of description and narration; fortnightly themes. First semester. Three hours credit. 9:20 (Tu. Th.)

Attention is called to the following courses: A. Oratory, in the department of Public Speaking. B. Debating, in the department of Economics.

C. Public Speaking. Professor Garns.

The courses here offered are arranged with the special purpose in view of developing all of the expressive powers of the student. This is accomplished by training him to think for himself, by emphasizing the need of gaining knowledge, and by training him to make that knowledge of benefit, both to himself and to others. In these courses, no attempt is made to make public readers, and selections are studied only for the purpose of developing the powers of interpretation and appreciation of literature.

1. VOCAL EXPRESSION.—Stimulation of thought activity and vocal responsiveness. General principles of thought assimilation and revelation. Study of nature and application of principles to expression. Conversational

form. Simplicity. Earnestness. Animation. Exercises for practice. Class book: "Foundations of Expression," Curry. One hour per week throughout the year. Two hours credit. 1:30 (M. or Th.)

2. Oratory and Extemporaneous Speaking.—Study of the oration, as a literary form. Masterpieces of oratory will be analyzed for principles of oratorical construction. Development of the different types of oratory by means of extemporaneous speaking and theme writing. The writing and delivering of at least two orations during the year. Drill on delivery. Text-book: "Effective Speaking," Phillips. Two hours per week throughout the year. Four hours credit. Prerequisites: Rhetoric 1, and Public Speaking 1. 11:20 or 2:30 (Tu. Th.)

3. Delivery.—Principles of Public Delivery. The vocabulary of oratoric delivery and its development. Problems and special exercises with illustrative discussions. Application of principles to special needs of students. Development of the powers of conception, and the ability to express every phase of human experiences, as a means of securing ease, simplicity, and spontaneity in all form of speaking. One hour per week throughout the year. Two hours credit. Prerequisite: Public Speaking 1 and 2. 1:30 (F.)

4. Elective.—Seven semester hours of approved work in the School of Expression will be accepted as electives in any course.

III. HISTORY.

Professor Wright.

To understand our extremely complex modern society it is quite necessary to know the origin and trace the growth

of our various social institutions. The history department aims to show the social unity in the development of mankind, and to make the study of all history of practical value through its relation to present day problems and conditions. Courses 1 and 2 (required of all students before graduation) are introductory courses and it is strongly recommended that they be taken in the Freshman year.

1. Medieval European History.—A general survey of the history of Europe from the Barbarian invasions to the end of the Middle Ages. The text-book will be supplemented by occasional lectures, collateral reading in the sources and in secondary histories, and by discussions on assigned topics. First semester. Three hours credit. 10:20 and 11:20 (M. W. F.)

2. Modern European History.—A general survey of the history of Europe from the Renaissance to the present time. Text-book occasional lectures, collateral reading and reports on assigned topics. This is a continuation of course 1. Second semester. Three hours credit. Prerequisite: History 1. 10:20 and 11:20 (M. W. F.)

3. History of England.—From the earliest times to the beginning of the Stuarts. Special attention will be given to the growth of the constitution of England. Collateral reading and the preparation of theses will be required. First semester. Two hours credit. 11:20 (Tu. Th.)

4. History of England.—From the beginning of the Stuarts to the present time. This is a continuation of course 3. Second semester. Two hours credit. 11:20 (Tu. Th.)

5. The Period of the Protestant Reformation.—The Period introductory to the Reformation; The Reformers, Luther, Zwingli, Calvin; The Reformation in England,

France, The Netherlands, Denmark, Sweden; The Counter Reformation. Seebohm's "Era of the Protestant Revolution," and Johnson's "Europe in the Sixteenth Century," will serve as a basis. Lectures, theses, and wide collateral reading. Considerable attention will be given to the sources. First semester. Two hours credit. Prerequisite: History 1 and 2. 9:20 (Tu. Th.) Not given in 1910-11.

6. The Period of the Thirty Years War and the Age of Louis XIV.—The Thirty Years War; the Puritan Revolution and Revolution of 1688; Wars of Louis XIV. Wakeman's "European History, 1598-1715," will be used as a text-book, supplemented by lectures, assigned topics and collateral reading. Second semester. Two hours credit. Prerequisite: History 1 and 2. 9:20 (Tu. Th.) Not given in 1910-11.

7. Europe in the Eighteenth Century.—The Rise of Prussia and Russia; War of the Polish Succession; War of the Austrian Succession; Seven Years War; colonial empire; ancient regime. Hassall's "Balance of Power" will be used as a text, supplemented by lectures, theses and collateral reading. First semester. Two hours credit. Prerequisite; History 1 and 2. 9:20 (Tu. Th.) Alternates with course 5.

8. The French Revolution and the Napoleonic Era.—Mathew's "French Revolution," will be used as a text-book, and will be supplemented by lectures, especially the Napoleonic Era. Special topics and extensive collateral reading. Second semester. Two hours credit. Prerequisite: History 1 and 2. 9:20 (Tu. Th.) This course alternates with course 6.

9. Europe in the Nineteenth Century.—Congress of Vienna; reconstruction of Europe; reaction, reforms,

and revolutions; unification of Germany and Italy; organization of the European states of today; present problems. Text-book, collateral reading and theses. Second semester. Three hours credit. Prerequisite: History 1 and 2. 2:30 (M. W. F.) This course alternates with course 11.

10. American History, 1492-1789.—The Colonial Era; the Revolution; the Confederation; the Federal Constitution. Text-book, with lectures, assigned topics and collateral reading will constitute the work. First semester. Three hours credit. Prerequisite: History 1 and 2. 2:30 (M. W. F.)

11. History of the United States.—1789 to the present time. Organization of the Government; foreign affairs and the War of 1812; the Missouri Compromise; Nullification; war with Mexico; annexation of territory and the slavery struggle; Civil War and Reconstruction; recent and present problems. Text-book: Assignment of Topics for report, and discussion, and collateral reading. Second semester. Three hours credit. Prerequisite: History 1 and 2. 2:30 (M. W. F.)

12. Seminar in American History.—The aim is to adapt the Historical Seminar, which originated in the German universities, to the needs and capacities of undergraduate students. An effort is made to give students a clear conception of the methods of historical study and to give them a training in the use of historical sources. The purpose is further to cultivate a calm and judicial mind in the use of such original material. At each meeting of the Seminar, therefore, a definite topic and references are assigned, involving a careful and critical study of the period examined. First semester. Three hours credit. Prerequisites: History 1, 2, 10, and 11. 7:00 to 9:00 (Tu.) Alternates with course 10.

13. History of Greece.—A detailed study of the political institutions and social life of the Greeks from the earliest times until the death of Alexander the Great. Oman's "History of Greece" will be used as a text-book. This course will be given by Prof. Trever of the Greek Department. Second semester. Two hours credit. Prerequisite: History 1 and 2. 11:20 (Tu. Th.) Alternates with course 14.

14. History of Rome.—A study of the history of the Roman state from the foundation of the city until the invasions of the barbarians, with special reference to the development of the Roman constitution and the causes of the decline and fall of the Roman empire. Text-book, supplemented by theses and collateral reading. Second semester. Two hours credit. Prerequisite: History 1 and 2. 10:20 (Tu. Th.)

15. Teacher's Course.—A lecture course having special reference to the teaching of history in secondary schools. First semester. One hour credit. Prerequisite: History 1 and 2. 8:00 (F.)

IV. ECONOMICS, POLITICS, SOCIOLOGY.

Professor Rosebush.

The work in this department is intended to serve as a partial introduction to a comprehensive study of American society, and the end sought is the training of students to deal intelligently with matters of large public concern. In accordance with this aim, the courses are all interrelated and made vital and intensely practical; emphasis is everywhere placed upon the actual march of affairs; and the student is constantly stimulated to understand the deeper and more fundamental trend of events.

Economics.

1. Economic History of the United States.—This course forms the proper introduction to the other work in this department. In the first semester the work centers about the growth of the country as influenced by the wars in Europe, (1789-1821); while in the second semester the central theme is the filling up of the Middle and Far West (1821-1880). Among the topics treated by means of lectures and assigned readings are expansion, public lands, forestry, farming, cotton, slavery, the growth of manufactures, transportation, trade and trade routes, money, banking, foreign relations, labor and economic thought. Some mention is also made of the interaction between economic and other forms of human activity. Six hours credit. 11:20 (M. W. F.)

2. The Corporation, (1880-1910).—The sequel to course 1, dealing with the recent history of railways, the rise of trusts, the character and power of labor unions, with reference to organization, financiering, and methods of regulation. Various texts used. Throughout the year. Four hours credit. Prerequisite: Course 1. 11:20 (Tu. Th.)

3. Debate.—A formal debate is held once a week; some question of public moment is discussed through a series of debates, and the speakers freely criticised in open session. Much drill is also given in the art of argumentation. Once a month the session is devoted to parliamentary practice, and the students trained in the management of assemblies. Open to all students in the first semester who have had a course in Rhetoric, or in public speaking (See Rhetoric 1; Public Speaking 1), but in the second semester only to those engaged in public forensic contests (See page 126). Six hours credit. 3:30 (Tu.)

4. Theory of Economics. This is an introductory course to the science of economics, dealing with the laws of the production of wealth; the determination of rent, interest, profits, and wages; and the consumption of wealth. Each topic is discussed in its relation to actual economic conditions in this country. The subject of public finance will also be studied. Ely, Outlines of Economics (1908) is used as the text. Throughout the year. Four hours credit. 9:20 (Tu. Th.)

5. Economic Seminar.—A research course for Juniors and Seniors in which different phases of some economic subject will be studied. For 1909-10, the general subject is the trade relations of the United States during the Wars in Europe, (1789-1815). Prerequisites: Economics 1 and 4. Throughout the year. Four hours credit. 7:00 (Tu.)

Politics.

6. American Politics.—The real working of American local and federal governments is made clear. Much attention is given to the various questions now under public discussion. Newspaper and magazine reading is insisted upon. The text used is Hart's Actual Government. First semester. Four hours credit. 1:30 (Tu. W. Th. F.)

7. World Politics.—The machinery of English government will first be studied with Morey's English Government as a text, duly followed by lectures and reports upon local government, municipal trading, education, imperialism, etc. Attention will next be directed to the frame and problems of government in Germany. In conclusion the Oriental situation and the subject of colonies will receive somewhat careful treatment. Second semester. Four hours credit. Prerequisite: Politics 6. 1:30 (Tu. W. Th. F.)

8. International Law. A course explanatory of the relations governing international intercourse. Lawrence, Principles of International Law will be used as a text-book. Prerequisite: Politics 6. Three hours credit. (Omitted in 1909-10.)

Sociology.

9. Introduction to Sociology.—A critical study of the scope and meaning of the term, the laws already formulated, the kinds of social stimuli, the factors of social change, and the present tendencies. First semester. Two hours credit. 8:00 (Tu. Th.)

10. Social Psychology. See page 149.

11. Social Aesthetics.—The expenditure of the income of the American people is the subject matter of this course. The laws governing the ideal expenditure of wealth are stated, a critical study of national expenditure is made, and methods are discussed for bettering industrial surroundings, beautifying cities, and promoting a love for other forms of art. Second semester. Two hours credit. 8:00 (Tu. Th.)

V. MATHEMATICS, ENGINEERING, AND ASTRONOMY.

Professor Lymer and Mr. Deming.

Although the primary aim of this department is to train the mind to think logically on all subjects, yet the topics are so selected as to lay the foundation for such professions as civil, mechanical, and electrical engineering, and architecture. To this end the work is made largely practical.

Students majoring in mathematics are advised to take courses 1, 2, 3, 5, 6 and 7, in the order named, and to elect

mechanics, descriptive geometry or astronomy to complete the requirement. Course 7 must be included in the major.

Engineering students are advised to take the pre-engineering course as outlined.

A. Mathematics.

1. Algebra.—A review of quadratics and simultaneous quadratics; graphical representation, the progressions, binomial theorem, logarithms, permutations and combinations, theory of equations. First semester. Three hours credit. Text, Hawkes' Advanced Algebra. Four sections: 8:00, 9:20, 11:20, 2:30 (M. W. F.)

2. Trigonometry.—Plane and spherical. Special emphasis is laid upon the solution of triangles. No prerequisite. Text, Phillips and Strong. Second semester. Three hours credit. Two sections: 8:00 and 9:20 (M. W. F.)

3. Higher Algebra.—Logarithms and the slide rule, the progressions, permutations and combinations, graphical representation, complex numbers, undetermined coefficients, partial fractions, theory of equations, infinite series. Required of engineers.

Students registering for this course with one unit high school algebra will be organized into a special class, which will meet once a week at an hour to be arranged. The work will include a review of elementary algebra, a thorough study of quadratics, simultaneous equations, ratio, and proportion, with a brief treatment of the binomial theorem and the progressions. Students presenting one and one-half units will be required to pass an examination in the subjects named, to be held at the regular time for entrance examinations, and if their preparation is found deficient they will be required to join the special class.

First semester. Three hours credit. (Two hours credit for those who have taken Mathematics 1.) Text, Well's Advanced Algebra. 10:20 (M. W. F.)

4. PLANE TRIGONOMETRY.—Required of engineers. First semester. Two hours credit. 10:20 (Tu. Th.)

5. ANALYTIC GEOMETRY.—The straight line, conic sections, and briefly solid geometry. A few higher plane curves are discussed. Attention is given to plotting algebraic and transcendental curves. Text, Tanner and Allen. Second semester. Five hours credit. Prerequisite: algebra and trigonometry. 10:20 (Daily.)

6. CALCULUS.—Theory of limits, rules for differentiation, applications to geometry and mechanics, successive differentiation, maxima and minima, indeterminate forms, series and expansion of functions, elementary integration. Integration as the inverse of differentiation is developed side by side with the latter. Prerequisite: course 5. Text, Granville. First semester. Five hours credit. 9:20 (Daily.)

7. CALCULUS AND DIFFERENTIAL EQUATIONS.—Further applications of the differential calculus to curvature, asymptotes, envelopes, singular points, curve tracing; integration of more difficult types, the definite integral, successive and partial integration; a brief treatment of ordinary differential equations. Prerequisite: course 6. Text, as above. Second semester. Five hours credit. 9:20 (Daily.)

8. TEACHERS' COURSE.—Open to Juniors and Seniors. History and teaching of elementary mathematics. Content and arrangement of courses. Text-books and methods of teaching. Model classes conducted by the members. Prerequisite: eight hours of college mathematics. Second

semester. Two hours credit. Alternate years; given 1910-11. Hours to be arranged.

B. Engineering.

1-2. Mechanical Drawing.—This work includes freehand lettering, exercises involving the use of all instruments, geometrical constructions, and elementary orthographic projection. Special attention given to freehand lettering, tracing and blue print work, and the drawing of machine parts. Thesis. One lecture or recitation and six hours drafting per week. Throughout the year. Six hours credit. 1:30 (M.); 1:30-4:30 (W. F.)

3. Topographic Drawing and Lettering.—This work includes the making of topographical maps with pen and water colors. Two hours per week in drafting room. First semester. One hour credit. 10:20-12:20 (Tu.)

4. Descriptive Geometry.—Given partly as a theoretical and partly as an applied subject. The work includes the solution of a large number of practical problems. Text: Phillips and Millar. First semester. One recitation and five hours drawing per week. Prerequisite: Engineering 1-2. 10:20-12:00 (M. W. F.)

5-6. Elementary Surveying.—A course in surveying including work with tape, hand level, and surveyor's compass, also some use of transit and level. Pence and Ketchum's Surveying Manual is used as a text. Throughout the year; first half of first semester and last half of second semester. Prerequisite: Trigonometry, or may be taken with Trigonometry. Fee $1.00 per semester. 1:30 to 3:30 (Tu. Th.)

7-8. Surveying.—A continuation of course 5-6. Special attention is given to the use, care and adjustment of instruments, and the solution of problems in connection

with the plane-table, transit, and level. The work includes different methods of measuring angles, running traverses, differential and profile leveling, establishing grade lines, computation of areas, determination of the true meridian by Polaris and Solar observations, topographic survey of campus and land surveying, especially the United States system of land subdivision. Raymond's Plane Surveying is used as a text, and Pence and Ketchum's Surveying Manual is used as a guide for field work. Throughout the year. One or two hours recitation and six hours field work per week. Six hours credit. Fee $2.50 per semester. 8:00 (Tu. Th.); 1:30-4:30 (Tu. Th.)

Note: In courses 5 to 8, inclusive, office work and computation of field notes is substituted for field work during the winter months.

9. Mechanics.—Statics and Dynamics. Resolution and composition of forces, center of gravity, attraction, equilibrium with applications; laws of motion, moment of inertia and rotation, work and energy, impulse and momentum. Graphic and analytic methods are used. Text: Maurer's Technical Mechanics. Second semester. Five hours credit. Prerequisite: Mathematics 7; or may be taken with course 7. 11:20 (Daily.)

C. Astronomy.

1. General Astronomy.—A historical and descriptive course designed to give the student a broad view of the science, and of the methods of observation. The student is taught the principal constellations and the brighter stars, and frequent use is made of the telescope in the study of the heavenly bodies. This course requires only the simplest mathematical operations and is complete without course 2. No prerequisite, but not open to Freshmen. Text: Young's

Manual. Three hours credit. 1:30 (M. W. F.) Alternate years. Given in 1909-10.

2. Practical Astronomy.—In this course the student is taught the methods of taking and reducing observations. Special attention is paid to the astronomy of engineering. The work includes the determination of time, latitude and longitude, azimuth, micrometric measurement of double stars and planets. Text: Comstock's Field Astronomy, with references to Loomis, Doolittle, etc. Second semester. Three hours credit. Prerequisite: Trigonometry and Astronomy 1. 1:30 (M. W. F.) Alternate years. Given in 1909-10.

VI. NATURAL SCIENCE.

A. Physics. Professor Treat.

The work in Physics is designed to develop in the student the ability to observe accurately, to reason logically, and to demonstrate the validity of his conclusions experimentally. To this end, use is made of text-books, reference library, laboratories and lectures, as occasion demands or the nature of the particular subject requires. The Stephenson Hall of Science was planned to meet the requirements of the rapidly growing interest in and importance of, science work and is entirely adequate to all demands made upon it.

In the experimental work, an outline manual is followed, the student being required to consult such authorities as Hastings and Beach, Carhart, Barker, Watson, Preston, Maxwell, Rowland, Jackson, Tesla, etc. These books are kept in the department library adjoining the laboratory. Here are found also such laboratory books as Whiting, Stewart and Gee, Tory and Pitcher, Nichols, Kohlrausch, Ames and Bliss, Milliken, Glazebrook and Shaw, Loudon

and McLennan, Austin and Thwing, etc. The student, by frequent use, becomes acquainted with the works of the best authors upon the subject of physics, and, in many cases, has brought before him the several practical methods for the experimental solution of the problem under consideration.

1. General Physics.—Recitations and lectures illustrated by experiment and by the use of the lantern. First semester: Mechanics and Sound; Second semester: Heat, Electricity and Light. Six hours credit. 8:00 (M. W. F.)

2. General Physics.—Heat, Sound and Light. The course will not be given after 1910-11. It covers the subjects indicated in a more or less elementary way. Throughout the year. Six hours credit. Prerequisite: Physics 1. 10:20 (M. W. F.)

3. Physical Measurements.—Mechanics and Sound, First semester; and Heat, Electricity and Light, Second semester. This course is intended to be taken with course 1. Five hours per week. Four hours credit. 8:00 and 9:20 (Tu. Th.)

4. Physical Measurements.—Heat, Sound and Light. To be taken in conjunction with Physics 2. Five hours per week. Four hours credit. See laboratory hours.

5. Electricity and Magnetism.—Elementary theory and the use of direct and alternating machinery, together with the study of the instruments for the regulation, measurement and use of electric currents. Recitation and lectures three times per week in connection with laboratory work in electric measurements, testing, standardizing, etc. Five hours per week. Throughout the year. Total credit, ten hours. 10:20 (M. W. F.)

6. Optics.—The course includes a study of light and lenses, distortion, aberration, correction, application in op-

tical instruments. Special attention will be given to projection apparatus and camera lenses, and sufficient work along lines of photography will be required to enable the student to prepare his own lantern slides. Second semester. Four hours credit. Prerequisites: One year college Physics and one year general Chemistry. 1:30 (M. Tu. W. Th.)

7. Teachers' Course.—History of Physics. Development of the Physical Laboratory. Pedagogy as applied to physics. Text-books and laboratory courses. Individual experience in organizing and conducting laboratory work, and in experimenting before the class. Throughout the year. Four hours credit.

B. Chemistry. Professor Youtz, Mr. Scheffel, and Miss Souther.

The aim of the work in Chemistry is to lead students into an accurate and systematic knowledge of the principles underlying chemical phenomena. Emphasis is placed on principles rather than on details with the intention of rendering the subjects valuable for general culture, while at the same time they may furnish a thorough foundation for those who may follow chemistry professionally, or as an adjunct in other scientific or technical lines.

1. General Inorganic Chemistry.—Introduction. The first part of the course is devoted to a study of the laws of chemical union, solution, acids, bases, salts, atoms, molecules, valency, ionization, vapor density and the gas laws, atomic masses, molecular formulae, chemical equations, etc., developed quantitatively as far as seems consistent for beginners. In presenting these phases of the subject hydrogen, oxygen, water, chlorine, and hydrochloric acid, are studied in considerable detail. Following this is a systematic study of the history, occurrence, preparation, properties,

and compounds of the common elements taken in the order of their valency with hydrogen for the acid forming elements, and according to the usual grouping in analysis for the bases. The time is divided about equally between laboratory and lecture, or quiz. Three lectures or recitations, and five hours laboratory per week throughout the year. Ten hours credit. Prerequisites: Elementary Physics and Algebra. 9:20 (Tu. Th.) and 2:30 section 1, (M.); or section 2, (W.)

2. Qualitative Analysis.—A systematic study of the bases and acids, beginning with the simpler compounds, and finally analysing complex mixtures. Text-book: Dennis and Whittelsey's Qualitative Analysis. One lecture or recitation, and eight hours laboratory per week throughout the year. Eight hours credit. Prerequisite: Chemistry 1. 11:20 (M.)

3. Quantitative Analysis.—The theory is given from outline notes, with readings from Olsen's Quantitative analysis, Treadwell's Quantitative Analysis, Miller's Quantitative Analysis for Mining Engineers, Sherman's Organic Analysis, and others for reference. Miller's Calculations of Analytical Chemistry is used for the stoechrometrical work. One hour lecture and eight hours laboratory work per week for one or for two years. Eight or sixteen hours credit. Prerequisites: Chemistry 1 and 2. 11:20 (W.)

As an introduction the following work is required of all students pursuing this course: Purification of sodium chloride and determination of chlorine; preparation of potassium magnesium sulphate and determination of magnesium, sulphuric anhydride, and water of hydration; coal; alumina in potash alum; ferric oxide in ferric alum; calibration of measuring apparatus; acidimetry and alkalimetry; volumetric determination of iron in ferric alum;

technical analysis of iron ore; copper ore, volumetric and electrolytic; dolomite; feldspar for silica and alkalis. This comprises the first year's work with 8 hours credit. After completing the above course students may select from the following such work as is most suitable, should they expect to follow chemical, engineering, medical, agricultural, or other lines, and credit will be allowed according to the amount of work chosen: Spiegel, steel or iron, ores of lead, nickel and cobalt, arsenic, antimony, zinc, chromium, water, milk, butter, cereal, sugar, oil, soap, fertilizer, soil, and gas.

4. Organic Chemistry.—The more important classes of the carbon compounds are considered mainly as outlined in Remsen's Organic Chemistry. Two lectures or recitations per week for the year. Four hours credit. Prerequisites: Chemistry 1 and 2. 10:30 (M. W.)

5. Organic Chemistry.—Laboratory course. This course is designed particularly for those who are specializing in chemistry, though any who are fitted may enter the course. A large number of syntheses are made illustrating the more common class reactions, and methods in the chemistry of the carbon compounds. Ultimate organic analysis, and vapor density determinations are included as a part of the course. Eight hours laboratory per week throughout the year. This course should be taken in connection with Chemistry 4. Six hours credit. Prerequisites: Chemistry 1 and 2.

6. Industrial Chemistry.—This is a lecture course. The work will be selected from the following subjects: (1) Water: Composition, pollution, purification; (2) Artificial illumination: Candles, oils, lamps, petroleum, gas, electric light; (3) Explosives: Gunpowder, gun cotton, nitro-glycerine; (4) Glass and ceramics; (5) Photography; (6)

Sulphur and the sulphur acids; (7) Common salt, soda, bleaching powder, chlorates and allied products; (8) Caustic potash; (9) Nitric acid; (10) Sodium, alum, etc.; (11) Foods and drinks; (12) Fertilizers; (13) Textile fabrics, paper, bleaching, dyeing, calico printing; (14) Oils, fats, soaps, glycerine. First semester. Four hours credit. Prerequisite: Chemistry 1. 1:30 (M. Tu. W. Th.)

7. Physical Chemistry.—An elementary study of the laws of gases, theory of behavior of substances in solutions, ions in analytical chemistry, thermo-chemistry, and electro-chemistry. Walker's "Introduction to Physical Chemistry" is used as a guide. Four hours lectures or recitations per week. Second semester. Four hours credit. Prerequisite: Chemistry 1. 1:30 (M. Tu. W. Th.)

8. A Course for Those Expecting to Teach Chemistry and Allied Sciences.—Among the subjects comprised in the course are: Historical development of chemistry (Ladenburg); Underlying principles of teaching chemistry (Smith); The scope of chemistry as comprehended in secondary schools and academies. Organization and conditions of class work both in experimental demonstrations and in subject matter. The modern chemical laboratory, its use, and organization with practice in conducting laboratory work. One hour throughout the year. Two hours credit. Open only to those who have specialized largely in chemistry.

C. Geology. Mr. Scheffel.

This department aims to give the student a knowledge of fundamental geologic facts, and encourages the application of these facts to the discovery and utilization of natural resources and to questions of geography.

Many problems are offered for the stimulation of inde-

pendent thought, and emphasis is placed upon the fact that geology is the common ground of the natural sciences; hence greatly assists the student in correlating his scientific knowledge.

Appleton and vicinity present features of unusual interest for field work in dynamic and structural geology.

1. Physiography.—Text: Salisbury's *Physiography,* supplemented by lectures. Class work alone, two hours credit. With field and laboratory additional, three hours. First semester. 9:20 (Tu. Th.)

2. Geographic Controls.—Lectures and collateral reading. This is essentially a cultural course dwelling upon the response made by mankind to physiographic environment. Second semester. 11:20 (Tu. Th.)

3. General Geology.—Elective to Seniors and Juniors. Text: Scott's *An Introduction to Geology,* supplemented by lectures. A thesis is required from each student. Class work alone, six hours credit. With field and laboratory work additional, eight hours. Continuous throughout the year. 11:20 (M. W. F.)

4. Meteorology.—Text: Davis' *Elementary Meteorology.* Two hours credit. Continuous throughout the year. 8:00 (Tu.)

5. Economic Geology.—Text: Ries' *Economic Geology of the United States.* Recitations, extensive use of illustrative material and collateral reading. Prerequisites: Chemistry 1, and Geology 3. First semester. 9:20 (M. W. F.)

6. Determinative Mineralogy.—This work will involve the study and determination of a series of minerals in the laboratory with lectures and quizzes on the physical character, occurrence and uses of minerals. Three hours

credit. Prerequisites: Chemistry 1. Second semester. 1:30 (M. W. F.)

D. Biology, Zoology and Botany. Professor Brinckley.

As in other sciences, the course is designed to secure to the student the habit of careful observation and the power of accurate generalization, and to give those fundamental principles which are of most worth as elements of culture and essential as a foundation for higher attainments in these subjects. It is designed, as well, to be of direct practical value to those preparing for Medicine, Agriculture, and the other arts or profession in which the biological sciences are an essential preparation.

1. General Biology.—An elementary course in the principles of Biology, being an introduction to both Botany and Zoology. The first semester is devoted to the study of plants; the second to that of animals. The work is based on Sedgwick and Wilson's text, which is supplemented by lectures and collateral readings. Two recitations or lectures and seven and one-half hours laboratory work per week. Five hours credit. 11:20 (Tu. Th.)

2. Invertebrate Zoology.—A careful study of the invertebrate type forms is made, supplemented by library reading on more important forms from points of interest and economic value. Two recitations or lectures and five hours laboratory work per week. The work is based upon Hertwig's Manual Zoology, and is supplemented by lectures on elementary embryology, classification, and distribution of animals. Pratt's Invertebrate Zoology is used for the laboratory work. First semester. Four hours credit. Prerequisite: Biology 1. 1:30 (W. F.)

3. Vertebrate Zoology.—Laboratory study of the vertebrate type forms, supplemented by library work on ad-

ditional important forms from economic and scientific standpoints. Due attention is given to classification, animal communities and to geographical distribution of vertebrates. Pratt's Vertebrate Zoology is the basis for the laboratory work. Two recitations or lectures and five hours laboratory work per week. Second semester. Four hours credit. Prerequisite: Biology 1. 1:30 (W. F.)

4. Human Physiology.—Elementary histology, muscular system, nervous system, skeleton, nutrition. Three recitations and two and one-half hours laboratory work per week. First semester. Circulation, respiration, metabolism, animal heat, excretion, ductless glands, organs of sense, the voice, contagious diseases and public sanitation, and accidents. Throughout the entire course due attention is given to Hygiene and to the effect of narcotics and stimulants. Second semester. The text used is Brinckley's Physiology by the Laboratory Method. Four hours credit. 10:20 (M. W. F.)

5. Vertebrate Histology.—A careful study is made of normal tissue, of microscopical technique and histological methods. For persons taking pre-medical courses a careful consideration of the normal and more common pathological tissues of the human body is given. During the course the student is required to make a collection of at least one hundred slides of his own preparation as a partial evidence of his skill in microscopic technique. The work is based on Böhm-Davidoff's Text-book of Histology, and is supplemented by required collateral readings, with notes on standard works on normal and pathological histology. One lecture or recitation and five hours laboratory work per week throughout the year. Six hours credit. Prerequisite: Zoology 4. 9:20 (F.)

6. Embryology.—(a) *Invertebrate Embryology*: A

study of the Embryology of the type forms of the invertebrates, including the reproduction of unicellular forms. One lecture or recitation and two and one-half hours laboratory work per week. First semester. Two hours credit. (b) *Vertebrate Embryology*: Consideration of the general principles of the subject as presented by the fish, frog, chick, and mammal. One lecture or recitation and two and one-half hours laboratory work per week. Second semester. Two hours credit. Prerequisite: Zoology 2, 3 and 4. 8:00 (Tu. Th.)

Botany.

7. Morphology, Histology, Physiology and Ecology of Cryptograms.—Type study of the Algae, Fungi, Liverworts, Mosses, Ferns, Equiseta and Lycopods. Due attention is given to classification and economic value. Two lectures or recitations and five hours laboratory work per week. The work is based on the 1908 edition of "A Textbook of Botany" by Strasburger, Noll, Schenck and Karstein. First semester. Four hours credit. Prerequisite: Biology 1. 1:30 (Tu. Th.)

8. Morphology, Histology, Physiology and Ecology of Flowering Plants.—Type study of the more important groups of flowering plants. Due attention given to plant societies, geographical distribution and economic importance. Two recitations or lectures and five hours laboratory work per week. Second semester. Four hours credit. Prerequisite: Biology 1. 1:30 (Tu. Th.)

9. General Bacteriology.—An elementary consideration of the more common micro-organisms of the air, water, food and disease, and the general principles of Bacteriology and Bacteriological methods. A careful study of the more important pathological bacteria, their biology, differentiation and identification. Students are required to

make permanent mounts of the bacteria studied. Collateral reading, with notes on current literature and recent works on the subjects considered, required. One lecture or recitation and five hours laboratory work per week throughout the year. The work is based on Jordon's "General Bacteriology" and Heinemann's "Laboratory Guide in Bacteriology." Six hours credit. Prerequisite: Biology 1. 11:20 (F.)

10. Teachers' Course.—The primary aim of the course is to prepare teachers for biological work in high schools and academies. The course embraces the history of the biological sciences, especially as to biological methods of instruction; of the content of the course; laboratory equipment and management. The theoretical phase of the work will be conducted largely by assigned readings of standard works and current literature on subjects considered. The major part of the work will be practical, the scholar being required to assist in the conduction of laboratory experiments and to give class and laboratory demonstrations. Meetings will be held at stated times at which the work of the assigned readings will be discussed. The course extends throughout the year. Four hours credit. Prerequisite for teaching Botany and Zoology: Biology 1; for Physiology: Zoology 4.

VII. PSYCHOLOGY, PHILOSOPHY, AND RELIGION.

A. Psychology. Professor Farley.

1. General Psychology.—An elementary course that should be taken in the Sophomore year and which is devoted to a study of the growth, development, and conditions of the mind, and an analysis of the different aspects or functions of personal consciousness. The course is valuable to any one who wishes to understand human life and action.

It is useful to the student of law or medicine and is of prime value to any student of literature, social science, economic theory, history, religion, or philosophy. Instruction is given by means of discussions and recitations. History of Philosophy (course 3 or 4) may be taken in connection with Psychology 1. First semester. Three hours credit. No prerequisite. 8:00 (M. W. F.) and 11:20 (M. W. F.)

2. Mental Development and Social Psychology. —A correlation with course 1. The course will cover the general characteristics of mental and physical growth from youth to maturity. Special emphasis will be placed upon the development of social consciousness and upon the environmental conditions or adjustments that make life activities significant. The course should be of value to those interested in historical, sociological, political, ethical, or pedagogical work. Text: Social Development and Education by O'Shea, and Miller's Psychology of Thinking, in connection with Baldwin's Social and Ethical Interpretations, or Tyler's Growth and Education. Second semester. Three hours credit. The regular class discussions and textbook reading count for two hours; the parallel readings or special topics, for one additional hour. Prerequisite: Psychology 1. 8:00 (M. W. F.)

3. Educational Psychology.—A course dealing with psychology as applied to educational problems. Second semester. Three hours credit. Prerequisite: Psychology 1. 11:20 (M. W. F.)

4. An elementary, yet comprehensive, course in genetic psychology open to students who have had Psychology 1, and consists of a study of some special functions of consciousness, practical problems in psychological experimentation, or a study in the psychology of learning. The course

is of value to those who desire a more thorough comprehension of life and action than is possible in course 1, or who are interested in many practical reactions to the environment, such as processes of acquisition, development of attention, growth of habit, expressions of instinct, growth of perception, thought, motor control, suggestion, or other special subjects of study. Two, three or four hours credit. The regular class work, including lectures and text-book reading, count for two hours. The parallel readings and special topics may count either for one or two additional hours. Second semester. 10:20 (M. W.) Alternates with course 2 in Philosophy.

Philosophy.

The value of Philosophy lies in its intensely practical relation to the fundamental views that control our interpretations in life; in literature and history, in the social and physical sciences. It aims to give a criticism of fundamental beliefs and to consistently portray a system of principles essential to our thought and understanding of the world. Both religion and science unavoidably have their foundations laid in philosophical interpretations.

1. Introduction to Philisophy.—An elementary course devoted to the problems of thought. An effort is made to have the student become self-conscious of his own fundamental common sense beliefs. These presuppositions are then contrasted with other possible constructions. The course aims to help the student to realize the fundamental truths in each system of thought and to dispossess the mind of the dogmatism of common life. The course ends with the conception of idealism and the proof of God. This course gives a student a good outlook upon the field of philosophy and helps him to see the principles that have

controlled the thought of mankind. It is important to any one who desires to be thoughtful and who wishes to see the fuller meaning or use of body and mind, nature, explanation, truth, reason, law, evil, immortality, morality, space, time, force, energy, matter, evolution, things, society, individualism, freedom and God. It is of value to those who are interested in law or theology, or in interpretation in literature, history, economic theory, or the principles of natural science. Throughout the year. Four hours credit. Prerequisite: Psychology 1. (Thursday evening.)

2. Metaphysics.—A study of a present day philosophical system, as of Royce, James, Bradley, Bowne or McTaggart. Throughout the year. Four hours credit. Prerequisite: Psychology 1 and preferably one course in Philosophy. 10:20 (M. W.)

3. General History of Philosophy.—A course open to Sophomores and consists of a general survey of Ancient, Mediaeval, and Modern Philosophy. The student is expected to present an analysis of the systems of some of the most prominent thinkers. Students desiring to take up the introduction to philosophy are advised to pursue the History of Philosophy. Course 3 may be taken in connection with psychology. Text: Weber's History of Philosophy. Alternates with course 4. Throughout the year. Six hours credit. Prerequisite: One year of college work. 9:20 (M. W. F.)

4. History of Modern Philosophy.—A course in the history of Modern Philosophy covering German Rationalism and Idealism, and including some of the prominent thinkers of British Philosophy. This course gives a good survey of the growth and development of modern thought. Students of history or literature and of the social sciences should find the course directly useful as an interpretative

study. Alternates with course 3 and may be taken with Psychology. Throughout the year. Six or eight hours credit. The regular class work including discussions and text-book reading count for six hours. The parallel readings and special topics count for one additional hour each semester. Prerequisite: Psychology 1. 9:20 (M. W. F.)

5. Logic.—An elementary course in Logic and Methodology. Special emphasis is placed upon logical analysis and argument, and the methods of scientific investigation. This course will be found valuable to those desirous of learning how to think critically and consistently and who wish to know the fallacies common in thinking. Second semester. Three hours credit. The regular class work discussions and text-book readings count for two hours. The parallel readings and special topics count for one additional hour. Alternates with Psychology 4. Second semester. 10:20 (M. W.)

EDUCATION.

President Plantz and Professor Farley.

Courses in Education are not Philosophy and consequently are not to count on philosophy credit. Those students desiring a University Teacher's Certificate are required to take a minimum of five hours in Psychology and five hours in Education, besides two hours in some departmental pedagogical course (see below), a total of twelve hours.

1. History of Education.—A course in the History of Education among the Mediaeval and Modern European nations. This course is not to be counted on philosophy credit. It is very urgent that students who take the History of Education shall have had Mediaeval and Modern European History and History of the Renaissance. Without these courses it is well nigh impossible to appreciate the

meaning of monasticism, scholasticism, rise of universities, renaissance and humanism, etc., as treated in the course. The course in the History of Philosophy is an invaluable aid to help one appreciate the movements of thought discussed in the text. Text: Monroe. First semester. Two hours credit for class work and one hour credit for parallel readings and special topics. 1:30 (M. W. F.)

2. Principles of Teaching.—A study of the various methods of teaching secondary and primary school subjects. An attempt is made to have the work as practical as possible and to meet the actual problems and conditions as they confront the teacher in the secondary schools. Students are expected to do a good amount of observation work. Three or four hours credit. Regular class work including discussions and text-book reading count for two hours and the parallel readings and special topics count for one hour additional credit. Second semester. Prerequisite: Psychology. 1:30 (M. W. F.)

3. Educational Administration and Supervision.—A course for those desiring to become high school principals or city superintendents. A study of methods of organization and control of secondary school systems. Courses of study: Specialization and liberalization, relation of the high schools to the public school and to the college, function of different types of schools, a special study of the city and country high school, educational laws and problems connected therewith, function of principal or superintendent, his problems and duties to the social body and teaching staff; the teaching staff, its training and needs; the teacher's need of ample time for reflection; school records and statistics; educational ideals of different professions; educational needs of the people and how to meet them. Two hours credit. Prerequisite: Psychology. Second semester. 2:30 (W. F.)

Departmental Pedagogical Courses.

1. Two hours—Teachers' Latin. Required of all those who intend teaching the Latin language. See department.

2. Two hours—Teachers' German. Required of all those who intend teaching the German language. See department.

3. Two hours—Teachers' English. Required of all those who intend teaching Literature. See department.

4. Two hours—Teachers' History. Required of all who intend to teach History. See department.

5. Two hours—Teachers' Mathematics. Required of all those who intend teaching Mathematics. See department.

6. Three hours—Teachers' Science, at least two hours of which are required of all those who intend teaching Physics, Chemistry or Biology. See department.

B. Ethics and Religion. President Plantz.

The work of this department is designed to acquaint students with the theory and practical problems of ethics, the historical and psychological questions of religion, and the logical and historical foundations of the Christian faith. It is believed that the work of this department will contribute to an appreciation of religion as one of the most important factors in man's social life and progress.

1. Principles of Ethics.—This course discusses the growth of moral ideas in the development of civilization; considers the psychological basis of ethics; critically examines the principal ethical theories, and concludes with a study of the metaphysical implications involved in the science. It is given by a combined use of text-book and lecture together with theses presented for class-room discussion. First semester. Two hours credit. 1:00 (Tu. Th.)

2. Social and Political Ethics.—This is a course in practical ethics in which a study is made of the principal moral problems of man's individual, social and political life. The moral basis of our social institutions is examined and especial attention is given to the ethical principles involved in the weightier questions of moral pathology and to the grounds of moral progress. Second semester. Two hours credit. 1:30 (Tu. Th.)

3. Christian Ethics.—This course considers the ethical principles of Christianity, especially in relation to the institutions and problems of society. The work will be conducted by the combined use of text-books and lectures with assigned readings. First semester. Two hours credit. 10:20 (Tu. Th.)

4. Philosophy of Religion.—This course includes a study of what is usually treated under the subject of Theism together with a consideration of the religious consciousness in its nature, forms of historical development, intellectual and emotional content and objective activities. The attempt is made to give a systematic view of the religious conception of the world and of those principles of the religious life which have found expression in the religious history of man. Second semester. Two hours credit. 10:20 (Tu. Th.)

5. Evidences of Christianity.—The various arguments in proof of the claims of Christianity are carefully discussed and the principal systems of doubt are analyzed. Instruction is given by lectures, assigned readings, and theses read by members of the class. First semester. Three hours credit. 2:30 (Tu. Th.)

6. Philosophy of Christianity.—In this course the fundamental conceptions of Christianity are considered, its principle doctrines discussed, and its view of life

and the world analysed and interpreted. Second semester. Two hours credit. 2:30 (Tu. Th.)

C. Biblical Literature. Professor Naylor.

A minimum of three hours credit in Biblical Literature is required of all Protestant collegiate students.

A liberal education demands some serious study of the history and literature, law and social science, politics and religion of the people whose gifts to the world have been the greatest dynamics in the education and civilization of the past two thousand years.

The method pursued in the following courses is sympathetic and constructive, historical rather than critical. Broad educational values, rather than technical information, are sought.

1. Hebrew History.—A study of (1) the social and political history of the people of Israel from the Patriarchial period to the fall of Jerusalem in 586 B. C. together with the relations of Assyria, Egypt, Chaldea and Babylonia to the Israelites; (2) the rise and growth of prophetic and legal literature, the books of the Bible logically and chronologically arranged, the historical records of other nations as they bear upon Hebrew history; (3) the rise and development of prophecy, the finding of "the book of law," the social, moral, political and religious movements of Hebrew history. Required of all Protestant Collegiate students. Texts: The American Standard Revised Bible and Kent's historical series. First semester. Three hours credit. 8:00 or 1:30 (M. W. F.)

2. Jewish History.—A study of (1) the history of the Jews from the captivity (586 B. C.) to the time of Christ, including the Jews' Maccabean struggle for liberty; (2) the literature of the great prophets of the exile with

the side lights from historical records, monuments classical literature, and the extra canonical Jewish literature of the period; (3) the effect of "the law" in the transformation of the Jewish people, the rise and fall of Judaism, Messianic prophecy. Prerequisite: course 1. Texts: The American Standard Revised Bible, and Kent's Historical series. Second semester. Three hours credit.

3. The Literary Study of the Bible.—A study of the bible as literature. Lyric and epic, story and idyl, oratory and prophecy, drama and rhapsody, wisdom and apocalyptic literature. Texts: Moulton's Short Introduction to the Literature of the Bible and Moulton's Modern Reader's Bible. Entire year, two hours per week. Four hours credit. 8:00 (Tu. Th.)

4. The Social Teachings of Jesus.—A study of the teachings of Jesus upon the relations of man to his fellows—social, economic and political. First semester. This is three hours credit; only two hours recitation, extra collateral. Three hours credit. 2:30 (Tu. Th.)

5. Social Effect of Jesus on Teaching.—A study of the influence of Christianity upon the peoples of decadent Rome, the relation of Christianity to the social evolutions culminating in the nationalization of Europe, and to the world-wide social transformations of the nineteenth century. The work consists of lectures, collateral reading and reports on assigned topics. Second semester. Three hours credit. 2:30 (Tu. Th.)

6. Teachers' Bible—*Old Testament.* (Given in 1910-11.) This course is designed to furnish background and viewpoint for the bible teacher. The method employed is historical, not techhnical nor critical. The class sessions are devoted to lectures and discussion. Entire year; four hours credit. 4:00-5:30 (Tu.)

7. Teachers' Bible.—*New Testament.* (Given in 1911-12.) Continuation of course 6; same purpose and method; entire year. Six hours credit. 4:00-5:30 (Tu.)

D. Comparative Religions and Missions. Professor Vaughan.

The work in this department is designed to acquaint students with the development of the religious consciousness as manifested in the different religions of the world; and to study the principles and history of missions as conducted by the Christian church.

1. Comparative Religions.—This course will consider the origin, spread and decay of ancient religions; their doctrines together with their influence on society; their cults and forms of worship; and the superior claims of Christianity to be a universal religion. First semester. Two hours credit. 2:30 (Th. F.)

2. Missions.—The purpose of this course is to give the student a comprehensive knowledge of the history and importance of Missions. The great mission fields of the world are considered, together with the work of the different missionary organizations, and the benefits to civilization which are arising therefrom. Second semester. Two hours credit. 2:30 (Th. F.)

VIII. PHYSICAL EDUCATION.

A. Physical Education. Professor Catlin, Mr. Davis, and Mrs. Treat.

Regular work is given in the gymnasium, which has excellent floor space and adequate equipment. Each student is required to have taken at least two years of physical training before graduation.

Each student undergoes careful physical examination and tests upon entering the department and at the begin-

ning of each semester. Suitable corrective exercises are prescribed for individual cases and anthropometric charts are platted where desired. No student will be allowed to take part in any branch of athletics without a physical examination.

Especial attention is given to outdoor work mainly in the form of football, base ball, and track athletics. In this the effort is made to secure the greatest possible benefit for all students. Classes for basket ball and other gymnastic games are organized and every effort is made to further outdoor sports, such as cross country running and walking, tennis, rowing, swimming, etc.

The usual gymnasium dress is required of women.

Men are required to wear gray Turner trousers, navy blue sleeveless jerseys, and heeless shoes, which may be obtained at the gymnasium at a small cost.

Physical Education for Women.—Training for women is based on the Swedish System of Hygienic and Educational Gymnastics. The aim is to acquire, preserve, and promote health and secure a proper carriage for the body. Every lesson of the two years course, ranging through light and heavy gymnastics, is carefully planned according to the underlying principles of the system.

Physical Education for Men.—Gymnasium work for men is mainly the same as that in use by the Young Men's Christian Associations of North America. It consists of marching, free hand and calisthenic exercises, and hygienic gymnastics. Some work is given Educational Gymnastics for those who wish it. The intention is to give a two or three years' graded course in gymnasium work. Recreative work is fostered and encouraged in various forms. Especial attention is given to outdoor work, mainly in the form of football, base ball and track athletics. In

these the effort is made to secure the greatest possible benefit for men and teams.

1. GYMNASTICS.—Swedish gymnastics, body building, free-hand work and dumbells. Heavy gymnastics: Elementary movements on parallel bars, side and long horse, buck, vaulting and horizontal bar, and tumbling. Simple gymnastics, games and contests. Three hours attendance. One hour credit. First semester. 10:20, 11:20 and 1:30 (M. W. F.)

2. GYMNASTICS.—Course 1 continued—wands, Indian clubs and bar bells. Heavy gymnastics: More advanced work on all the heavy gymnastic apparatus. Gymnastic and athletic games and contests. Three hours attendance. One hour credit. Second semester. 10:30, 11:20 and 1:30 (M. W. F.)

3. GYMNASTICS.—Advanced light and heavy gymnastics for those who have had 1 and 2 or the equivalent. Two hours attendance. One hour credit. First semester. 10:20 and 11:20 (Tu. Th.)

4. GYMNASTICS.—Course 3 continued, being one more advanced. Two hours attendance. One hour credit. Second semester. 10:20 and 11:20 (Tu. Th.)

B. Music. Professors Harper, Brazelton, and Silvester.

A study of music in which the student is given a clear grasp of the fundamental principles underlying the Art, and the knowledge of the history of its development is becoming more and more recognized as a proper subject for college credit at Lawrence. Seven hours of work taken in the Conservatory of Music under the regulations there exacted may be counted towards the bachelor's degree. A special tuition is charged for these courses. The following indicates the work for which credit is given.

1. History of Music.—This course will consist of a study of music among the more oriental nations, the Greeks and Romans, the development of church music, the French, Netherland and Italian schools, from 1000 to 1500 A. D., the genius epoch of the German school, modern music in Germany, France, Russia, and America.

2. Theory of Music.—This course embraces Harmony, Counterpoint and Fuge, Harmonie and Formal Analysis of standard compositions, Ear-training, Orchestration and Composition.

3. Advanced Harmony.—Harmonization of Chorals, Remote modulations. Unprepared and unresolved Dessonances, etc.

4. Instumental Analysis and Composition.—This course will consist of advanced work in the technical materials of piano-playing; an analysis in the classics, including the work of Bach, Hayden, Mozart, and Beethoven; and finally the study of modern compositions of all schools, including the great modern concertos.

5. Vocal Composition.—This course consists of advanced work in the study of the technique and tone development of the voice. The songs of different lands, and the recitative and aria of the great oratorios and operas are carefully studied.

C. Art. Mrs. Bottensek and Miss Baker.

In recent years there has been a great increase of interest in art in our entire educational system. Not only has drawing been quite universally introduced into the common schools, but it is a required entrance condition to most schools of architecture, and to some schools of Mines, Chemistry and Engineering. Its value for general culture is also universally admitted. Students are permitted to

elect seven hours in the more advanced work in the Department of Art and have it count toward the bachelor's degree. For this work tuition must be paid as specified for art work. Election from the following is allowed.

1. History of Art.—This course is of special value to all who desire to study art, whether for practical or professional purposes. It deals chiefly with the development of sculpture and painting. Each style is studied by itself, and the great art periods, as well as the principal schools are carefully discussed. Illustrative material is freely used. This course is given by Professor Corkhill. Two hours credit. First semester. 3:30-5:30 (Tu.)

2. Advanced Drawing.—Drawing and shading from casts, still life, and natural objects, pen drawing and perspective constitute the work in this course.

3. Painting.—This includes work in oil and water color, painting from studies, still life, and nature, and landscape painting in oil and water colors from nature, embracing aerial perspective and composition.

4. Public School Drawing.—This course gives instruction in the methods of teaching drawing in the public schools, and a discussion of popular systems, together with such special exercises as are most valuable for the purpose specified.

SCHOOL OF EXPRESSION

FACULTY.

Samuel Plantz, LL. D., President of the College.

John Seaman Garns, Director of School of Expression.

Josephine M. Retz-Garns, Instructor in Harmonics, Gymnastics and Voice Culture.

Nina Hall, B. O., Assistant in Expression.

Emma Kate Corkhill, Ph. D., Professor of English Literature.

May Esther Carter, A. M., Associate Professor of Literature.

Otho Peari Fairfield, A. M., Professor of Rhetoric.

Sarah Parks Treat, Physical Training for Women.

Joseph J. Davis, Physical Training for Men.

THE PURPOSE.

The aim of the Lawrence School of Expression is to offer adequate training in the arts of Oratory, Public Reading, Impersonation, and Dramatic Representation.

In Oratory it endeavors to guide a man to more than the mere manner of the orator; it would help him to clarify and give form to his message. It aims to produce Public Readers who are entertainers, and more—who can give adequate expression to the best in literature. It would help the Impersonator and the Actor to catch the very essence of character, and furnish him a means for its suggestive revelation.

The subject as it is here taught is not an accomplishment merely. It lays hold upon and develops the imagination, trains the intellect to grasp more keenly (in order to give again), recognizes the emotional nature as the motive force in all life, and endeavors to make mind, voice and body responsive to the soul.

THE METHOD.

Expression has been defined as a presentation of truth by personality. Following this emphasis of the element of personality the training of the Lawrence School of Expression very naturally divides itself into five progressive phases:

1. The awakening of the man himself—the stimulation of his desire to express, and the cultivation of his sensibilities.

2. Such a preparation of the body for expressional activity as will make it a sensitive instrument responsive to every passing shade of thought and feeling.

3. The acquirement of an expressive language of both body and voice, that all shades of thought and feeling may be adequately revealed.

4. The getting of the "truth" to be expressed by touch with the best thought of the ages, and by repeated endeavor to formulate and give it expression.

5. The unifying of body, mind and emotional nature in the expressive act, that expression may be wholly spontaneous and free.

THE COURSE OF STUDY.

First Year.

First Semester (Each Week).

		Hours
1.	Expression Physical Culture	2
2.	Voice Placing and the Elements of Speech	2
3.	Elements of Acting	1
4.	Principles of Vocal Expression	2
5.	Public Reading and Personal Criticism	2
6.	Problems in Expression	1
7.	Rhetoric (College)	3
8.	Shakespeare, or Tennyson (College)	2
9.	Elective (College)	2

Second Semester.

		Hours
1.	Elements of Pantomime	2
2.	Vocal Technique	2
3.	Dramatic Work	1
4.	Literary Forms and their Vocal Expression	2
5.	Public Reading and Personal Criticism	2
6.	Problems in Expression	1
7.	Rhetoric (Continued)	3
8.	The Romantic Movement in Literature	3
9.	Elective	2

Note.—Other subjects may be elected from the college curriculum but it is not thought advisable to carry more work during the first year than is here outlined.

Second Year.

First Semester.

		Hours
1.	Vocal Technique, Response to Emotion	2
2.	Advanced Pantomime and Gesture	2
3.	Development of Imagination in Expression	2
4.	Impersonation	1
5.	Personal Criticism in Public Reading	2
6.	Methods in Teaching	2
7.	Oratory and Extemporaneous Speaking	2
8.	The Short Story (College)	2
9.	Psychology (College)	3

Second Semester.

		Hours
1.	Speech Form and Articulation	2
2.	Advanced Pantomime (Continued)	2
3.	Dramatic Instinct	2

4.	The Monologue and Its Characterization	1
5.	Personal Criticism in Public Reading	2
6.	Oratory (Continued)	2
7.	Education of the Central Nervous System	2
8.	The Novel (College)	2
9.	Elective	3

Third Year.

First Semester.

		Hours
1.	Vocal Resonance and Emotional Coloring	2
2.	Pantomime of the Platform Arts	2
3.	Problems in Expression	2
4.	Browning, and the Dramatic Monologue	2
5.	Personal Criticism, and Private Lessons	2
6.	Advanced Platform Interpretations	4
7.	Elective (College)	6

Second Semester.

		Hours
1.	Vocal Resonance (Continued)	2
2.	Advanced Dramatic Action	2
3.	Problems in Expression	2
4.	Vocal Interpretation of the Bible	2
5.	Personal Criticism	2
6.	Philosophy of Expression	1
7.	Platform Interpretations (Continued)	4
8.	Elective (College)	6

THE TRAINING OF THE BODY.

The courses which have as their object the training of the body are arranged progressively and should be taken in the order of their development. They aim first to remove all constriction and self-consciousness. Next, the endeavor is to stimulate the desire to express that action must result. Under suggestion and criticism this action, crude at first, gradually becomes significant pantomime, till little by little, all the physical agents of expression are furnished, each with its vocabulary of expressive actions. No gesture is ever suggested or imposed upon the student from without until the expressive impulse has first been stimulated.

COURSES.

Course I. Expressive Physical Culture.
Course II. Elements of Pantomime.
Course III. Advanced Pantomime Gesture.
Course IV. Pantomime of the Platform Arts.
Course V. Dramatic Action.

THE TRAINING OF THE VOICE.

The vocal work naturally divides itself into two parts. There is one group of courses in Voice Training and another in Vocal Expression. Under group one, correct breathing is established, the tone passage is freed from constriction, correct tone production gradually made habitual, and the voice rendered resonant and sensitive to the colorings of emotion. In the courses of group two attention is directed to the matter to be expressed. By deepening the student's grasp of his subject matter, and by stimulating his desire to express, vocal response is secured in correct "speech tunes," pause, stress and movement. By deepening his appreciation of its emotional values, voice colorings are stimulated.

COURSES.

Group One.

Course I. Voice Production.
Course II. Elements of Speech.
Course III. Vocal Response to Emotion.
Course IV. Vocal Resonance.

Group Two.

Course I. Vocal Expression of Simple Ideas.
Course II. Imagination and Vocal Response.
Course III. Literary Forms and their Vocal Expression.

THE MATTER.

"One-sideness" is the chief danger of the technical training. The weakness of the isolated school of oratory has been that while the student acquired some technical skill in expression he had nothing in particular to express. He had no thoughts of his own and no knowledge of the great literature which he was prepared to interpret.

A thorough knowledge of the great literature of at least his own language, is absolutely essential to the student of expression. To the accomplishment of this end the Lawrence School of Expression offers him unusual advantages in a thorough college training in literature.

COURSES.

Course I. Shakespeare.
Course II. The Short Story.
Course III. The Novel.
Course IV. Lowell or Tennyson.
Course V. The Romantic Movement.
Course VI. Browning or Emerson.

LITERARY INTERPRETATION.

The courses in literature offered in the School of Expression divide themselves into two classes, each necessary and complimentary to the other. There are those courses which give attention to the author and his work after the most approved college methods, special emphasis, however, being laid upon the spiritual element in literature. The other courses are intensive rather than extensive in their method and require as a test of the student's appreciation of the spirit of literature its vocal expression.

Following this latter intensive method the student is required to do much original work in preparation for "Au-

thors' Evenings" to be used in public recital. He must not only know the author's life and something of the conditions under which the literature which he is to interpret came into being, that he is made to realize that he has no right to attempt to interpret the inner spirit of great literature until he has thoroughly assimilated it himself, until he can make the very spirit of the dead page live again in the languages of voice and body. He must not only know about literature—he must live it.

CREATIVE EXPRESSION.

Throughout all the courses emphasis is laid upon originality of thought and its value in the interpretation of literature. Good reading is as truly a creative act as good writing.

But in the more distinctly constructive fields of Rhetoric, Oratory and Debate, thorough training is offered. Beginning with simple conversations and themes on subjects of interest to the student, he is gradually taught to adapt his discourse to his audience, and to the end he wishes to attain; to "think out into language" with effectiveness and elegance; and to speak his thoughts with ease before an audience.

COURSES.

Course I.	Rhetoric and Composition.
Course II.	Extemporaneous Speaking.
Course III.	Oratorical Composition.
Course IV.	Literary Interpretations.
Course V.	Debate.

PUBLIC READING.

The purpose of the courses in Public Reading is to pre-

pare the student to appreciate and interpret the best in literature, and to so interpret it that it may be source of real entertainment and profit to an audience. There is an art of the entertainer and a more serious art of the interpreter of literature. In both these phases of platform art the student receives thorough drill.

Two classes per week are devoted to this work throughout the whole course. Private drill and criticism supplement the class-room work. The public and private recitals by the School of Expression students give opportunity to put all theory into practice before an audience.

COURSES.

Course I.	Public Reading and Personal Criticism.
Course II.	Platform Technique.
Course III.	Problems in Expression.
Course IV.	Literary Masterpieces.
Course V.	Literary Forms and Vocal Expression.

IMPERSONATION AND DRAMATIC ART.

Impersonations.—This is the art of character portrayal. It is the art which enables one person to create for the minds of an audience one or many characters; to make them live and speak, each in his own vernacular; to keep the illustration perfect while they interact upon each other in the intricacies of a play. Students are trained first in the delineation of single types of character. Then they are taught to portray simple scenes in which two or three characters take part. Finally each student is encouraged to choose a play or to dramatize a novel, and give this effective representation.

Dramatic Art.—In addition to the courses outlined above much time is spent in actual stage training;—how to

study a play, how to study a character part, and in detail much of the art of acting from the simplest discovery and transition to the revelation of the deepest passions of the soul.

COURSES.

Course I. Elements of Characterization.
Course II. Elements of Dramatic Action.
Course III. Impersonation and the Monologue.
Course IV. Advanced Dramatic Action.

PUBLIC RECITALS.

No amount of class drill nor of private rehearsal will give one ease and self-possession on the platform. This can only come through actual experience before an audience. The School of Expression offers this practical experience in its public recitals.

Until the student gains some degree of confidence he is allowed to appear at the semi-public recitals only. Then as he gains in ease and assurance he comes on at the monthly public recitals. The preparation for the programs to be given in public is made after the manner outlined under "Literary Interpretation." This method allows the student to become so thoroughly immersed in the atmosphere of the author and his creations that stage fright is soon forgotten in a desire to give his message.

PERSONAL ATTENTION AND PRIVATE LESSONS.

Each student is a new problem. He has difficulties to overcome and faults to correct which are peculiar to himself. Many of these faults find their best correction in the drill classes where the student is not likely to be self-conscious. Others, more subtle or more stubborn, must be given individual attention privately. This help is given to each one without stint according to his need.

Furthermore a student comes to his own, not by imitation of someone else, nor by learning peculiarities and mannerisms supposed to be "correct." He will attain success only through the development and expression of his own individuality, his own deeper selfhood. This requires personal encouragement and attention, that the student may be stimulated to express his more fundamental desires and impulses.

To this end each student is given free private work every week and such individual help and encouragement as a deep personal interest on the part of the instructors may dictate.

THE EXPRESSION CLUB.

All students taking work in the School of Expression are eligible to membership in the Expression Club. The club has a three-fold purpose;—to do literary and dramatic work, to promote social fellowship among the students, and to enable its members to gain some degree of ease and poise in social intercourse. Three meetings in the month are devoted to literary and dramatic program work and a fourth to a social evening. For each of these social meetings different members are appointed to act as host and hostess, thus enabling them to gain that self-possession and poise so valuable to people in public life.

LIBRARIES AND LECTURES.

The School of Expression has an excellent reference library which is being added to from time to time. The students also have access to the College Library and to the Appleton Free Public Library. Two regular lecture courses have been established in the city, which offer the opportunity to hear the greatest lectures and artists of the day. In addition, special courses of lectures are given at the college.

INSTRUCTION—TIME REQUIRED.

Ten or twelve hours of regular class work and one private lesson per week in the School of Expression, and from five to eight hours per week in the college are assigned to first year students each semester. Twelve hours of regular class work per week in the School of Expression, and from five to eight hours per week in the college are assigned to second year students each semester. Third year students are assigned fourteen hours regular work, four to eight hours of review work, normal work in teaching with practical school-room experience in the Appleton city schools, and seventy-two private lessons during the year.

DEGREES AND DIPLOMAS.

The degree of Bachelor of Oratory or Bachelor of Expression will be given to all students satisfactorily completing the required work in the "College of Liberal Arts Course."

A "Teacher's" or "Platform Artist's" Diploma will be given to all students satisfactorily completing the required three years' work in the above named courses.

THE COST OF INSTRUCTION.

The cost of tuition in all other schools of equal rank is $150 for two fifteen week semesters. Tuition here for two eighteen week semesters:

Regular Students.

First year—ten class hours—per semester	$30.00
Whole first year (if paid in advance)	55.00
Second year—twelve class hours—per semester	40.00
Whole second year (in advance)	75.00
Regular university studies, per semester hour	1.25
Gymnasium fee, per semester	1.50
Library fee, per semester	1.00
Graduating fee, any course	10.00

Irregular Students.

Any class, per semester hour	$ 4.00
Five or more hours, per semester hour	3.50

Private Lesson Fees.

With Mr. Garns.

Single lesson (thirty minutes)	$ 1.00
Course of ten lessons	9.00

With Mrs. Garns.

Single lesson (thirty minutes)	.75
Course of ten lessons	6.00

With Miss Canavan.

Single lesson (thirty minutes)	.50
Course of ten lessons	4.50

LAWRENCE CONSERVATORY OF MUSIC

FACULTY.

Samuel Plantz, LL. D., President.
William Harper, Director and Teacher of Voice.
Edgar A. Brazelton, Piano.
John Silvester, Organ, Harmony, Theory.
Willy L. Jaffe, Violin.
Mrs. Louise Brazelton, Piano.
Mrs. Lydia Dunn, Voice.
Winifred Bright, Piano.
Mildred Faville, Public School Music.
Mamie Nelson, Piano.

FORE-WORD.

The affinity existing between letters and the arts naturally suggests the college as the place where the two may be studied side by side. The Lawrence Conservatory of Music, therefore, is especially fortunate, because it is intimately associated with Lawrence College, and enjoys all its social, religious and intellectual advantages. To this center young people come every year to avail themselves of its courses of study. Here the systematic arrangement of practice, the regular hours, and the stimulus of a musical atmosphere, are conducive to good work and corresponding achievements. The general plan of the school is similar to that of the best conservatories. It aims at the production of in-

telligent musicians of liberal culture in the various departments of musical activity.

As the course of study laid down in colleges and seminaries of learning is not intended to give a knowledge of any one branch alone, but, by combining the study of language with that of mathematics, natural sciences, history, etc., to secure to the student such an intellectual development as will form a substantial basis for future attainments, so in the Conservatory the course has been planned with reference to securing that symmetrical development of the musical faculties which is essential to the true musician, whether teacher or virtuoso.

With exceptionally fine equipments, and with a corps of efficient teachers, who give their entire time to the school, the Lawrence Conservatory of Music has taken a leading position in higher musical education, and looks forward to enlarged opportunities, and to a still more successful career.

HISTORICAL.

The Lawrence Conservatory of Music is an outgrowth of musical work, which, for over fifty years, has been carried on in connection with the work of Lawrence College. Four years ago the trustees purchased a building which was rebuilt and equipped for a conservatory, and raised the work into the dignity of a department. While the school is new, it has already attracted wide attention, and is growing rapidly into one of the strong conservatories of the middle west. The exceptionally strong faculty that has been brought together, and the strong courses which have been developed, together with the large field from which patronage can be drawn with no competing institution, makes it certain that the success already attained will be steadily continued.

BUILDINGS.

The Conservatory has an excellent equipment of buildings. The present year a new recital hall, called after the donor, the late George F. Peabody of Appleton, has been erected. It is built of stone, is attractive in design, and contains a beautiful recital hall capable of seating 350 people, the offices of the Conservatory, a waiting room, and ten other studios for teachers. It is the best Conservatory building in the state and will add much to the efficiency of the department. Besides Peabody Hall the Conservatory has another building joined to it by a covered passage way which will in the future be used for practice purposes. It is a large, commodious building, attractive in appearance, and will accommodate all who need facilities for practice work. The two buildings make a very complete and adequate plant.

EQUIPMENT.

The Conservatory, as above stated, possesses a large building, splendidly adapted to its purposes. The studios are large, well lighted, and with high ceilings. The practice rooms are all in the building. This arrangement is doubly advantageous in enabling the Conservatory to have a closer supervision over the work of its students, and in providing for the students themselves a place where they may work free from the fear of disturbing others or of being disturbed themselves, and thus enabling them to concentrate their entire attention upon their practice.

Nine new pianos were recently added to the equipment of the Conservatory. Of these one is a Steinway grand for Mr. Brazelton's studio. Of the remaining, six are upright Conover pianos, made by the Cable Company of Chicago, and one a Wesley, which will be used as practice pianos by conservatory students. The Conservatory realizes

that good results in piano playing are practically impossible if the practice must be done on inferior instruments. The best instruction demands the best equipment as its natural corollary. The Steinway grand is of course unsurpassed by any grand of any other make. The Conover uprights are among the best of high grade pianos, and in clearness of scale, quality and flexibility of tone, and elasticity of touch will satisfy the most exacting taste. An excellent Liszt organ is provided for lessons and practice, and a pedal piano is also available for supplementary organ practice. The equipment of the Lawrence Conservatory will compare very favorably with that of any conservatory in the country.

SPECIAL ADVANTAGES.

Students' Recitals.

One of the most important incidental advantages of the Conservatory is the semi-monthly recitals, at which students perform such pieces as may be assigned by their teachers, for the purpose of giving them self-control and ease in public appearance.

Lawrence Conservatory Artist Series.

Not less important than class-room instruction is the opportunity of hearing good music rendered by artists of superior ability. To afford students this opportunity, a regular series of recitals is given each term, the best artists available being secured. To these recitals all students in the Conservatory are admitted without expense beyond a fee of $1.00, which is charged in the term bill.

RELIGIOUS INFLUENCES.

It has always been the aim of Lawrence College so to

adjust the work of the student that intellectual training and religious culture may go hand in hand.

True Christian manhood and womanhood is the ideal that we cherish for musicians, and although we cannot undertake to give special religious training in the Conservatory, yet it is our purpose to throw around our students such safeguards as we can, and to give them such moral assistance as it may be in our power to render.

A Young Men's Christian Association, and a Young Women's Christian Association, are maintained by the students.

REGULATIONS.

Students are under the regular college discipline. The regulations are few and simple, appealing to the student's self-respect and personal responsibility.

Students wishing to enter the Conservatory must register with and pay their fee to the director of the Conservatory. They may be examined to test their knowledge and assigned by the director to their respective instructors and classes. Students may, however, register for lessons with any instructor.

Students may enter at any date, but cannot enroll for less than one term.

Fees will not be refunded, nor will the length of the term be extended on account of temporary absence. Absence from lessons caused by prolonged illness, provided due notice is given to the director and a doctor's certificate presented, may be allowed for.

No business matters can be arranged through the instructors, but must be transacted through the office.

Any lesson missed in consequence of the instructor's absence will be made up at the mutual convenience of instructor and pupil.

Notices on the bulletin board are official, and students are requested to pay due attention to such as may be posted there.

No change in course or teacher can be made without first obtaining the written consent of the director.

All tuition is payable at time of registration. No deviation from this rule will be permitted unless the pupil, parent or guardian makes application to the director for an extension of time.

Although it is not compulsory, it is advisable that students take two lessons per week.

Dissatisfaction on the part of any student should be reported at once to the director.

The director has the right to refuse or cancel at any time the registration of any individual whose presence in the Conservatory may appear to be detrimental to its interests.

All sheet music must be paid for when received. It will be furnished to all students at the regular teachers' rate. Students are not obliged to purchase their sheet music at the Conservatory.

Students leaving before the completion of the time for which they have registered will not be entitled to a refund of any of the money paid in advance for tuition.

For further particulars in regard to the Conservatory, address William Harper, director.

For in formation concerning the college, address Dr. Samuel Plantz, president.

LITERARY ADVANTAGES.

The connection of the Conservatory with an institution of learning of the acknowledged superiority of Lawrence College affords unusual advantages for the pursuit of literary studies in connection with music.

The teachers, both in the Conservatory and in the college, will be glad at any time to confer with the students, and assist them in planning a systematic and helpful course, adapted to their individual requirements, and to the time at their disposal. Conservatory students are recommended, as far as practicable, to avail themselves of these privileges, that they may secure symmetry and breadth of culture, as well as the ability to use their musical powers to the best advantage.

CLUBS AND MUSICAL SOCIETIES.

There are various musical organizations connected with the Conservatory and college which are open to students. The Boys' Glee Club is an organization favorably known throughout Wisconsin. It is composed of between twenty and thirty voices, and gives musical entertainments in the various cities of the state. The Girls' Glee Club is a similar organization, and equally successful and popular. Both are drilled by the director. There is also an orchestra of nearly twenty pieces, and a college band. In other years there has been a mandolin club, but this is for the present suspended, although it will probably soon be revived.

THE ADVANTAGE OF COLLEGE INSTRUCTION.

That there is a great advantage in college over private instruction is manifest. There are a number of reasons for the fact that the most satisfactory results are accomplished by teachers in colleges. Students are required to attend lessons regularly, teachers have no business matters to occupy their time and can concentrate their full attention and entire energy on the musical education of their pupils. In a school of musical learning, properly conducted, the student is afforded every inducement which private instruction can possibly offer with innumerable important

advantages in addition. In a college are the great number of students industriously and earnestly working, intent upon attaining the highest proficiency in their chosen branches of study, the exchange of ideas, the many lectures, concerts, recitals, etc., and all those things which go to create a musical atmosphere, which is invaluable to the pupil. Only in a college can proper attention be given to such branches of study as harmony, composition, science of music, history of music, and kindred subjects which are essential to a thorough musical training.

These facts apply as much to pupils who desire a knowledge of any branch or branches of music merely as an accomplishment, as to those who will make music a profession. To the latter, the opportunity offered in the college for public appearances is an important consideration.

BEGINNERS.

The Conservatory is always pleased to accept beginners and those not far advanced, as they possess but few or none of the erroneous ideas and bad habits of performance which are so easily formed by incorrect teaching or careless practice, and which prove in many cases almost insurmountable obstacles to high cultivation. They receive more readily the correct fundamental principles, and can, as a rule, make steady and rapid progress.

DEGREE AND CERTIFICATES.

The degree of Bachelor of Music is conferred upon those who have completed the courses extending through periods of four and five years, and have done a certain amount of literary work. The literary work is the same as that required for admission to the College of Liberal Arts together with sixty hours chosen from the studies in the

college and approved by the faculty. A two years' course in Harmony, History of Music and Analysis is required of all graduates in music. Classes in Harmony, Analysis and Musical History are formed each semester, conducted by the director of music. Any student completing the musical work without the literary will receive a certificate for the same.

THE REGULAR CONSERVATORY YEAR CONSISTS OF FOUR TERMS OF NINE WEEKS EACH.

First term begins Thursday, September 15, 1910, to Wednesday, November 16, 1910.

Second term begins Thursday, November 17, 1910, to Wednesday, February 1, 1911.

Third term begins Thursday, February 2, 1911, to Wednesday, April 12, 1911.

Fourth term begins Thursday, April 13, 1911, to Wednesday, June 13, 1911.

VACATIONS.

A vacation of two weeks occurs between December 21, 1910, and January 4, 1911; one week between March 16 and 23, 1911, when all work in the Conservatory is suspended; also on Thanksgiving Day, Washington's Birthday and Memorial Day.

COURSES OF STUDY.

It being the object of the Lawrence Conservatory of Music to educate the student upon a well-regulated and scientific plan, the course of study has been divided into four departments. These departments are as follows:

I. The Preparatory.
II. The Academic.

III. The Normal (Teachers' Certificate).
IV. The Collegiate (Graduating).

Students wishing to enter upon the study of music as an accomplishment only are not required to take up a specified course, and lessons, both private and in class, may be engaged without entailing the regular course examination. Such pupils are entitled to all the free advantages of the Conservatory and to "certificates of proficiency," but not to its diplomas nor teachers' certificates.

PIANO.

Preparatory Course.

Elements of pianoforte playing, including hand culture, touch, notation, together with melody construction, rhythm study, elementary harmony, ear training, Instruction books used according to individual needs. A limited number of etudes by representative composers; sonatinas and rondos by Clementi, Kuhlau, Reinecke, Gurlitt, and others; smaller compositions by Handel, Bach, Mozart, Beethoven, and others; easiest sonatas of Haydn and Mozart; selections from easier works of Schumann, Grieg, Kullak, Reinecke, and others.

Academic Course.

Further development of technique, including major and minor scales in various forms, chords, arpeggios, octaves, etc. A limited number of etudes from the best authors, such as Heller, Foote, Krause, Czerny, Cramer; preludes, two part inventions, dance forms of J. S. Bach; sonatas by Haydn, Mozart and others; easier sonatas of Beethoven; easier compositions by Mendelssohn, Schubert, Schumann, Chopin, Grieg, Raff, and others.

Teachers' Certificate Course.

The Teachers' Course requires the completion of the Academic Course and one grade of the Collegiate Course. In this is included the following: Selections from the two and three part inventions of Bach; selections from Cramer etudes and Czerny, op. 70; sonatas of Beethoven of moderate difficulty, and further study of the modern composers, such as Mendelssohn, Chopin, Schumann, Grieg, Liszt and others.

Collegiate Course.

Selections from suites of Bach and Handel; well tempered clavichord by Bach; a limited number of etudes by Clementi, Czerny, Liszt, Chopin, and others; the more difficult sonatas of Beethoven; solo works of Weber, Mendelssohn, Chopin, Schumann, Liszt, Schubert, Rubinstein, Grieg, Brahms, and others; piano concertos by the best composers and some chamber music.

SINGING.

Preparatory and Academic Course.

The course of instruction is based on the Italian school of training the voice. The fundamental principle of the old Italian teachers was to poise the voice that every tone was pure in quality and produced with perfect ease. From this comes the even scale; the range; the power to sustain, and the agility, all of which combined form the bel canto, or beautiful singing. Explanations of the mechanism of the voice; correct breathing; chest development; proper position in singing; stage presence.

Special attention is paid to the needs of each individual, with exercises and studies carefully selected according to the requirements of each voice.

The study of interpretation of songs and ballads chosen

from the best of the German, Italian, French, English, and American schools, with strict attention to phrasing, enunciation and rhythm.

Teachers' Certificate and Collegiate Course.

More difficult studies in vocal technique, both in sustained singing and in literature. Artistic interpretation of songs of the classic literature of all schools.

THE OPERA.—Study of the recitative and aria from the works of Gluck, Mozart, Rossini, Donizetti, Bellini, Verdi, Von Weber, Gounod, Bizet, Massenet, Wagner, and others.

THE ORATORIO.—Bach, Handel, Haydn, Beethoven, Mendelssohn, Arthur Sullivan, Parker, Chadwick, and others.

Students sufficiently advanced give concert and song recitals to prepare themselves thoroughly for public singing.

VIOLIN.

Preparatory Course.

Violin schools by Ries and Mettner; gymnastics by Leonard; studies and exercises by Kayser, Mazas, Kreutzer, Fiorilla, etc.; by Jacoby, Dancla, Sitt, De Beriot, Weidig, etc.

Academic and Teachers' Certificate Course.

Studies by Locatelli, Rode, Dont, Schradiek-Alard; sonatas by Tartini, Nardini, Vivaldi, and Bach; concertos by Viotti, Rode, Kreutzer, De Beriot, and others.

Collegiate Course.

Caprices by Paganini; sonatas by Bach; studies by Abel, Wieniawski; concertos and miscellaneous compositions by Spohr, Wieniawski, Vieuxtemps, Mendelssohn, Bruch, Dvorak, Beethoven, Brahms, Joachim, and others.

ORGAN.

Preparatory Course.

Instruction books according to individual needs: Rink-Best organ schools, Schneider-Allen exercises in pedal playing. Elements of organ playing, touch, etc. Study of organ-registers. Easy pieces by Merkel, Fischer, Guilmant, Dubois, etc. Hymn playing.

Academic and Teachers' Certificate Course.

Buck, choir accompaniment. Buch, pedal phrasing studies. Bach, little preludes and fugues. Mendelssohn, preludes and fugues. Solo compositions of moderate difficulty of the classical and modern school.

Collegiate Course.

The larger works of Bach, Mendelssohn, Rheinberger, Guilmant, and others. Accompaniment of oratorios and masses.

HARMONY, COUNTERPOINT, FUGUE, COMPOSITION, ORCHESTRATION.

Academic and Teachers' Certificate Course.

The academic course comprises the study of Harmony and its application to practical uses.

The old figured bass method of instruction has been long since discarded, and in its place is substituted the harmonization of melodies, based upon a thorough comprehension of the proper construction and junction of all chords. All possible harmonic combinations, from the simplest to the most intricate, are carefully analyzed and the student is thoroughly drilled in their many and various uses.

Collegiate Course.

This course involves the study of Counterpoint and Composition. Counterpoint is the natural successor of Harmony, and teaches the employment of independent melody in any part on a thoroughly comprehensive harmonic basis. It comprises simple and double counterpoint, canon and fugue.

Composition deals with the construction of the various musical forms and the application—in an inventive manner—of the knowledge heretofore acquired. This is the objective point of all study of musical theory.

Upon completion of the collegiate course the student is graduated and accorded a diploma.

It is impossible to set down any list of studies to be strictly adhered to, as the needs of the individual pupil must be consulted, and the studies varied accordingly Moreover, new works are constantly being published. These are carefully examined by the director and those of value are used in the college course. However, an idea of the work covered in the different classes may be obtained from the above.

METHODS OF TEACHING MUSIC IN PUBLIC SCHOOLS.

In the Primary Grades:

Recreation and rote songs best adapted for children. Treatment of monotones.

Intermediate Grades:

Problems of melody and rhythm and the best time to present these subjects. Proportion of exercises and songs.

Chronatics and minor mode.

Grammar Grades:

Part songs. Modulation. Bass clef.

The High School:

Codas and choruses best adapted.

How to teach in high schools where music has never been taught before.

How to teach individual pupils who have had no previous training in music.

FOR COLLEGE STUDENTS.

Students taking work in the Conservatory will, upon the recommendation of the director of the Conservatory, be allowed college recitals. Such students will be subject in their work to all the regulations which apply to the college courses.

ORMSBY ANNEX.

Ormsby Annex is designed to furnish a convenient and attractive home for young women in attendance at the College and Conservatory.

All non-resident women are required to make their home at the annex, unless permission to live elsewhere is granted. This permission must be secured before other arrangements are made, and a certificate showing such permission must be presented at time of registration. The importance of residence in the annex is strongly urged upon the attention of all young women and their parents.

Ormsby Annex and Lawrence House are commodious buildings and in easy access to the Conservatory. The buildings are steam-heated, lighted by electricity and well ventilated.

The enforcing of the regulations agreed upon in regard to calls, entertainments, daily exercise, study hours, hours of retiring and other matters affecting the comfort and welfare of students, is entrusted to the Dean of Women, who is to be consulted in all matters pertaining to the social life.

Careful attention is given to the health of students, and the consulting physician is within easy call at all times.

EXPENSES.

Rooms with board are from $3.75 to $4.25 per room per person, two students occupying the same room. If a student rooms alone 75 cents per week extra is charged.

No room will be assigned to a Conservatory student for less than two Conservatory terms. Monthly payment in advance for room and board is required.

The price of lessons is being changed somewhat and will be announced in the special catalogue of the Conservatory of Music, which may be obtained by writing to the director.

DEPARTMENT OF ART

SAMUEL PLANTZ, Ph. D., D. D., LL. D., President.

EMMA KATE CORKHILL, A. M., Ph. D., Lecturer on the Theory and History of Art.

ELSIE BUCK BOTTENSEK, Instructor in Painting.

AIMEE BAKER, Instructor in Drawing.

GENERAL STATEMENT.

The Department of Art has been organized to meet the needs of students who feel that a general knowledge of art is essential to every truly cultured man and woman, and especially to provide for those who wish to make a profession of art, either as artists, as art critics, or as teachers of Art. The courses are, therefore, so planned that they may be pursued while the student is taking other courses in the college, or the student may devote his entire time to the work. Students may enter at the beginning of either semester, and, if they desire individual instruction, may commence the work at any time. Particular attention is given to sketching from nature during the fall and spring months. A thorough course is outlined which students must complete before receiving a diploma. Each person is advanced in the work on the basis of competency rather than limit of time. The department has such equipment as is necessary for thorough training in the courses offered.

SCOPE OF THE WORK.

The scope of the work in this department may be briefly stated as follows: Drawing both plain and perspective,

light and shade, painting, pyrography, and china decorating. Work is also given in the theory and history of the Fine Arts, with special reference to painting.

Practical work is done through all the usual media—pencil, pen and ink, charcoal, crayon, India ink, sepia, water color, mineral colors, and oil.

Composition, drawing, shading and coloring are taught in their due order, and geometric forms, casts, animals, the human figure, and natural landscapes are made chief objects of study. Portrait work is open to those who are prepared to undertake it. Special attention is given to China painting, and a study made of appropriate and decorative designs.

Special attention is given to the preparation of students for teaching drawing in the public schools. The work in this course is thoroughly practical and can be entered upon by beginners in Art, as well as by more advanced students.

Instruction is also given in designing and illustrating with reference to newspaper, magazine, and book work.

COURSE OF STUDY.

The course of study in this department may be completed in four years in connection with college work, three hours of Art work being equivalent to one hour of recitation work. Candidates for the degree of Bachelor of Arts in the College of Liberal Arts may elect eight hours in the department of Art. Students who are taking work in the Conservatory of Music may elect fifteen hours in Art and have it count toward the degree of Bachelor of Music. Those who wish to devote their entire time to Art can usually complete the work in two years, but ordinary students will require a longer time to acquire independent proficiency in all branches of the course. Diplomas are

given those who complete the course, and also to those who have finished the work arranged for such as desire to teach drawing in the public schools.

Courses are offered in the College of Liberal Arts in mechanical drawing and photography which may be taken by art students who are prepared to enter them. They may also take any other courses in letters which they may desire by consultation with the President.

OUTLINE OF COURSES.

1. History of Art. This study is of special value to all who desire to study art, whether for practical or professional purposes. It deals chiefly with the history of the development of sculpture and painting. Each style is studied by itself, and the great art periods, as well as the principal schools are carefully discussed. Illustrative material is freely used.

2. Elementary Drawing. This work includes drawing in free-hand outlines, embracing form and proportion. Outline drawing of conventional and natural form from flats and models together with study in light and shade and elementary perspective is included.

3. Advanced Drawing. Drawing and shading from casts, still life, and natural objects, pen drawing, and perspective constitute the work in this course.

4. Public School Drawing. This course is especially arranged for those who wish to prepare to supervise drawing in the public schools. In addition to work selected from the courses outlined above discussions are offered on methods of teaching and popular systems of drawing, together with such special exercises as are most valuable for those expecting to teach.

5. Painting. This includes work in oil and water

color, painting from studies, still life, and nature, and landscape painting in oil and water colors from nature, embracing aerial perspective and composition.

6. China Painting. Work is offered in china painting and stencil designing and other forms of decorative work.

7. Portraiture. This course includes what is usually done in all kinds of portrait work.

SCHEDULE OF EXPENSES.

Painting in Oil and Water Colors, each semester five hours	$18.00
Drawing, each semester five hours	18.00
Drawing in class, two hours per week each semester.	4.00
China Painting, each semester five hours	18.00
Private lessons in any line, per lesson	1.00

All fees must be paid at the office. No student in attendance upon any department of the college will be permitted to take lessons in art from teachers other than those regularly employed in this department.

STUDENTS

GRADUATE.

Ames, Katheryn, (Latin)	Markesan.
Brigham, Frances H. (Philosophy and English)	Wausau.
Brooks, Lavern L. (Ethics and Sociology)	Manitowoc.
Crowe, Ethel (Literature and Rhetoric)	Buchanan, W. Va.
Fry, George W. (Economics and Sociology)	Oklahoma City, Olk.
Fuller, Henrietta (Latin and German)	Appleton.
Harris, Fred W. (Sociology and Religion)	River Falls.
Hart, Myrtle (Latin)	Appleton.
Harwood, Ann (English and History)	Appleton.
Hutton, Percy R. (Sociology and Politics)	Milwaukee.
Kern, W. E. (Sociology)	Camp Point, Ill.
Knutzen, Lorenz (Economics and Hebrew)	Mayville.
McInnis, George K. (Sociology)	Edgerton.
Paul, J. H. (Sociology and History)	Green Bay.
Pedley, Frank C. (Latin and Greek)	Missouri Valley, Ia.
Rasmussen, Allie, (Literature and History)	Hammond.

Richardson, Dorothy (English)	Menasha.
Souther, Genevieve (Latin and German)	Mauston.
Souther, Nathalie (Chemistry)	Mauston.
Stevens, D. Harry (History and Literature)	Evanston, Ill.
Thorlacius, Anna (Latin and German)	Union Grove.
Trever, Erna (Latin and Greek)	Antigo.
Triggs, A. W. (History)	East Troy.
Witherbee, Lillie Gilbertson (German)	Galesville.
Wood, Charlotte (Latin and German)	Appleton.

UNDERGRADUATE.

Senior Class.

Acker, Albert Fred	Reeseville.
Baldauf, William Amos	Weyauwega.
Becker, Lillian Josephine	Superior.
Bleecker, Vera Eudora	Appleton.
Boland, Benjamin Henry	Waldo.
Clark, Ora May,	Belmont.
Clark, Vera Helen	Augusta.
Colby, Ernest Ray	Thorp.
DeWitt, Mabel Frances,	Fond du Lac.
Drake, Harvey Stewart,	Juneau.
Dunning, Bessie Harriet	Omro.
Elliott, John Lester	Kilbourn.
Farrington, Cora Belle	Portage.
Faville, Addie Myers	Lake Mills.
Gillespie, Hallie Mary	Appleton.
Hankinson, Hazel	Evansville.
Hargrave, Rose Edna	Wilton.
Harris, Ethel Ava	Kilbourn.
Hastings, Clarabelle	Fond du Lac.

Howard, Delton T.	Appleton.
Johnson, Lucy Constance	Appleton.
Johnson, Gladys Loretta	Wausau.
King, Carroll Dewitt,	Rockford, Ill.
King, Grace Agatha,	Appleton.
Kurschner, Laura Anna	Barron.
Leutsker, Alice Theodora	Wittenberg.
Lewis, Howard Thompson	Oshkosh.
Marsh, Roland Osborne	Antigo.
Meloney, Ella Lydia	Williams, Minn.
Nehf, Harley Wesley	Menomonee Falls.
Owens, Jessie Louise	Milton Junction.
Parry, Anna Elizabeth	Kenosha.
Paterson, Jean Rosamond	Appleton.
Peck, Olive Richards	Chicago, Ill.
Perry, Ida Nellie	Milwaukee.
Plantz, Elsie Content	Appleton.
Pollard, Luther John	Appleton.
Poppe, Frederick William	Appleton.
Sawyer, Elva Julia	Waupun.
Schumacher, Beatrice Elizabeth	Appleton.
Smith, Bessie Ethel	Green Bay.
Smithies, Elsie May	Wausau.
Stroud, Elise Marie	Oshkosh.
Van Zandt, Lucretia Ellen	Sparta.
White, Richard Jeriel	Princeton, Ill.
Winkie, Alice Erna	Portage.
Youmans, Jay Carlton	Oshkosh.

Junior Class.

Alderson, Flossie	Fennimore.
Biederman, Caroline Louise	Edgerton.
Bleecker, Harrie Lyell	Appleton.
Cass, Hazel Virginia	Viroqua.
Clare, Maurice Amer	Spokane, Wash.
Danielson, George Norman	Appleton.
Diekvoss, Benjamin John	Forest Junction.
Ek, Frederick	Superior.
Fadner Henry Raymond	Appleton.
Foote, Frank McDonald	Lodi.

Grane, Olga Benida	Stoughton.
Hardacker, Alys Loretta	Appleton.
Harness, Robert Walter	Neenah.
Jewell, Orlando	Mineral Point.
Jochinsen, John Peter	Oconto.
Karnopp, George F	Amherst.
Krause, Ralph Edwin	Antigo.
Krentz, Gladys Louise	Westfield.
Lewis, Mrs. Cora Cole	Appleton.
Lewis, Melvina Cora	Appleton.
Lewis, Wilford Carl	Appleton.
Little, Arthur William	Park Rapids, Minn.
Lomas, Emma Priscilla	Green Bay.
Medd, Bessie Mae	Appleton.
Meloney, Nettie	Williams, Minn.
Monroe, Noel Gates	Minneapolis, Minn.
Mueller, Elsie	Green Bay.
McKinney, Lelah	Barron.
Newman, Sworth	Kaukauna.
Newton, Harrie Winn	Waupun.
Nicol, Hazel	Sparta.
Nogle, Frederick Grant	Mondovi.
Oosterhous, Alfred George	Plymouth.
Ostrander, Ward A.	Omro.
Otto, Arnold Clarence	Forest Junction.
Parker, Gladys	Fennimore.
Patterson, Abram Conklin	Appleton.
Pendell, Bernice	Randolph.
Perkins, Judson Thomas	Woodman.
Proper, James Wesley	Appleton.
Ranous, Lyell	Green Bay.
Reynolds, Grace Mae	Janesville.
Ricks, Leah	Boscobel.
Schaal, Oscar Elmer	Gillett.
Schneider, Andrew Sidney	Appleton.
Schoephoester, Esther Caroline	Padus.
Smith, Ethelyn Cora	Evansville.
Smith, Fannie Mathilda	River Falls.
Strang, Lester Jacob	Footville.
Stuhlfauth, John	Wausau.

Swanson, Lily	Bayfield.
Taylor, Vera Glenn	Portage.
Theleen, Eva Minnie	Kenosha.
Thomas, Elizabeth D.	Appleton.
Thompson, Joseph Edmund	Greenwood.
Van Patter, Frances	Glen Flora.
Varney, Maud Beatrice	Greenwood.
Vesely, Susie Henriette	Appleton.
Voigt, Raymond	Appleton.
Wakeman, Ruth Elizabeth	Lake Mills.
Weaver, Stella Clara	Thorp.
West, Lois Marie	Rice Lake.
Wiegand, Edna Martha	Fond du Lac.
Wiggins, Anna Roberts	Woodland.
Willett, Arthur Dan	Madison.
Winn, John Ackermann	Portage.
Wittman, Gerda Pauline	Merrill.
Wolfram, Clara Sophia	Sharon.

Sophomore Class.

Allen, Chester H.	Appleton.
Anderson, Elna Caroline	North Crandon.
Anderson, Henry Lawrence	Marinette.
Bailey, Margaret Geraldine	Appleton.
Bailey, Rueben Jay	Clintonville.
Baker, Harriet Mina	Columbus.
Baker, Sadie Elaine	Waukesha.
Bendt, Joseph Philip	Kenosha.
Bennison, Floyd William	Janesville.
Beyer, Charles	Green Bay.
Boyce, Edith Ruth	Wausau.
Buckland, Chester Averill	Appleton.
Carroll, Gerald A.	Appleton.
Charlesworth, Frank Manley	Kaukauna.
Claridge, May	Reedsburg.
Collinge, William	Clinton.
Cornillie, Marie Grace	Milwaukee.
Culver, Vida Carol	Appleton.
Davis, William C.	Barneveld.
Dawe, William Ellis	Fort Atkinson.

Dunham, Clyde Ernest	Oshkosh.
Durst, Letha	Monroe.
Easterling, Aldis Byron	Kokomo, Ind.
Findeison, Carl Raymond	Green Bay.
Foster, Leighton George	Brodhead.
Frederickson, Julia Amande	Racine.
Fry, Robert J.	Omro.
Gericke Edna	Lake Mills.
Hackworthy, Georgina Winifred	Appleton.
Hahn, Erna Willis	Jefferson.
Hall, Eugene William	Princton.
Hall, Evelyn Blanche	Appleton.
Hampel, Edith	Appleton.
Hanson, Josephine Helena	Mondovi.
Harker, Jennie Jeffrey	Shullsburg.
Heiden, Harry Hartway	Sheboygan.
Hitchcock, Eleanor Mary	Edgerton.
Hoag, Hazel Mae	Waterloo.
Humphrey, Georgia	Milwaukee.
Isley, Edith Mae	Monroe.
Ivy, Paul Wesley	Grand Marais, Mich.
Jackson, Everett G.	Cuba.
Jenkins, Rouget Delisle	Chippewa Falls.
Johnson, Irene Nina	Wausau.
Joslin, Richard Raymond	Mauston.
Kelley, Lilas Alexander	Appleton.
Kendall, John Truman	Viroqua.
Kidder, Ray N.	Milton Junction.
Koch, Verona Clara	Appleton.
Koehn, George Llewelyn	Sheboygan.
Kranz, Conrad E.	Weyauwega.
Kranz, Fred W.	Weyauwega.
Kumlien, Wendell	Fort Atkinson.
Lake, Bessie May	Brodhead.
Leek, Raymond Wilbur	Racine.
Lieberman, Daisy Alice	Fort Atkinson.
Lindberg, Edward A.	Kaukauna.
Lindsey, Laura Aurelia	Appleton.
Loan, Ruth	Oshkosh.
Manley, Elzo Roy	Hortonville.
Marks, Harriet Janet	Lancaster.

Miller, Grace Eugene	Juda.
Miller, Roland Norton	Appleton.
McDowell, Donald C.	Soldiers Grove.
McNaughton, Robert Schiells	Kaukauna.
McNiesh, Welcome Hervon	Appleton.
Nix, Irvine Francis	Winnepeg, Manitoba.
Nuzum, John Weston	Janesville.
Peebles, Harold Grunert	Appleton.
Plank, Clarence Cone	Plainfield.
Pond, Alta Mae	Wausau.
Rasmussen, Walter Edwin	Hammond.
Rath, William David	Almond.
Roberts, Chester Joseph	Birnamwood.
Roegge, Edward William	Columbus.
Saecker, Enid Marquerite	Appleton.
Shelley, Charles Manley	Mattoon.
Sherman, Margaret	Appleton.
Shunk, Fleetwood E.	Menomonee Falls.
Sias, Benjamin Charles	Sparta.
Simpson, Pearl	Red Lodge, Mont.
Smith, Leo Charles	Fort Atkinson.
Steers, Leland Stanford	Markesan.
Strathearn, Robert Merrie	South Kaukauna.
Sutcliffe, Grace Wade	Portage.
Thomas, Ethel	Appleton.
Tousley, Charlotte Elvira	Wheaton, Ill.
Vance, Jesse George	Chippewa Falls.
Wells, Vernie	Monroe.
Williams, Lucy Marie	Chicago.
Wilson, Winifred Willard	Oshkosh.
Woodworth, Spencer Wyndham	Cataract.
Zilisch, Herbert Emil	Juneau.

Freshman Class.

Andrews, William Henry	Green Bay.
Angell, William Harrison	Sun Prairie.
Auston, George Marden	Janesville.
Austin, Julia Lucretia	Janesville.
Badour, Flossie O.	Oconto.
Baker, Edmund	Edmund.
Baughn, Joseph	Combined Locks.

Bauman, Walter John	Monroe.
Bergstrom, Diedrich Waldemar	Neenah.
Block, Herman John	Wausau.
Bolton, Raymond L.	Tomah.
Bowen, Nicholas	Onoville, N. Y.
Boyles, Lesley LeRoy	Waupaca.
Bray, Mark Wilder	Appleton.
Brayton, Helen Louise	Appleton.
Briggs, Vera Estella	Antigo.
Brigham, Henrietta Harrison	Wausau.
Brokaw, Norman Edmonds	Appleton.
Brooks, Emmett	Omro.
Buelow, Paul Edward Jr.	South Kaukauna.
Bullock, Harold Raymond	Appleton.
Bushey, Lucile	Appleton.
Bussard, Alita L.	Kaukauna.
Cadman, Bernice Margaret	Appleton.
Calkins, Lottie Elizabeth	Emerald.
Cameron, Richard Alexander	Appleton.
Campbell, Florence M.	L'Anse, Mich.
Campbell, John Curtis	L'Anse, Mich.
Cannon, Cleo	Dale.
Carmichael, Georgia Colman	Fond du Lac.
Clark, Duncan Ellsworth	Two Rivers.
Clark, Rubie Lillian	Kilbourn.
Clark, William Arthur	Belmont.
Cleveland, Bliss Stanley	Glenwood.
Cola, Eda	Iron Mountain, Mich.
Cole, John Warren	Menominee, Mich.
Collar, Leo W.	Hortonville.
Conrad, Marie Frances	Kilbourn.
Cooke, Sarah Adaline	Kaukauna.
Cristy, Mae Belle	Waupaca.
Crossfield, Jessie Myrtle	Fort Atkinson.
Dahl, Henry	Blair.
Dallas, L. D. Vernor	Appleton.
Danforth, William Reed	Omro.
Darling, Gracia Jo	Manawa.
De Swarte, Ruth	Wauwatosa.
Devlin, Lillian	Appleton.

Dick, Gretchen	Milwaukee.
Dickinson, Kenneth Scott	Appleton.
Dickinson, Philetus Sawyer	Appleton.
Dilling, Raymond Henry	Fond du Lac.
Doll, Elva	Lancaster.
Dyke, Jennie	Sheboygan Falls.
Edwards, F. Merle	Fort Atkinson.
Erdlitz, Charles W.	Menominee, Mich.
Evrard, Leo J.	Green Bay.
Ewers, Robert F.	Milwaukee.
Faville, Ellen Elizabeth	Lake Mills.
Fisher, Bernice L.	Fond du Lac.
Fisk, Earl Ellsworth	Green Bay.
Flower, Marie Rosamond	Arlington, Iowa.
Ford, Charles E.	Pepin.
Fries, Albert John	Merrill.
Fuller, Millicent Infliece	Mondovi.
Gilbertson, Leslie Clifford	Galesville.
Gochnauer, Harry	Appleton.
Goodrich, George	Oshkosh.
Grashorn, Lora Louisa	Mayville.
Green, Lillie	Neosho.
Griffin, Leo Henry	Viola.
Hackworthy, Adelaide	Appleton.
Hare, Doris B.	Superior.
Harling, Harley E.	Waldo.
Harriman, Eleanor May	Appleton.
Harris, Edna Mae	Kilbourn.
Haven, A. Rollins	Stoughton.
Hawthorne, Guy Edwin	Monroe.
Hepburn, Charles Leroy	Eau Claire.
Herschleb, Jerry M.	Grand Rapids.
Hill, Mabel Ursula	Green Bay.
Hinderman, Eugene Frederic	Marinette.
Hooper, Walter George	Palmyra.
Hubbard, Marguerite	Indianapolis, Ind.
Hughes, Edna B.	Randolph.
Hunter, Mary Golde	Birnamwood.
Isely, Chris Robert	Monroe.
Jacoby, Julia	Appleton.
James, Harry I.	Iola.

James, Ida Bell	Wausau.
Jenks, Carrie Hattie	Lake Mills.
Jewell, Lulu May	Mineral Point.
Johnson, Selma Juliette	Mt. Horeb.
Johnson, Willard B.	Laverne, Minn.
Johnston, Janet M.	Abbottsford.
Kester, Guy Fred	Faribault, Minn.
Kitto, Myrtice G.	Dollar Bay, Mich.
Kline, Matthew Joseph	South Kaukauna.
Klumb, Ella Anna	Appleton.
Kosanke, Clara	Weyauwega.
Kumlien, Ethel	Fort Atkinson.
Kunde, George C.	Almond.
Ladwig, Mary Celestia	Antigo.
Lane, Ora James	Hixton.
Larson, Peter Ditmar	Green Bay.
Lawrence, Clyde Halsted	Sturgeon Bay.
Lawton, Jay W.	Viola.
Leutsker, Roy John	Wittenberg.
Lewins, Blanche Bessie	Antigo.
Lloyd, Alice Elizabeth	Fairchild.
Lowe, Willard Irvine	Petersburg.
MacKenzie, Roderic Kenneth	Poynette.
Marcy, Merrill L.	Prescott.
Mates, Mabel	Belmont.
Melendy, Marie	Sheboygan Falls.
Merrifield, Raymond H.	Dodgeville.
Miller, Irving G.	Montevideo, Minn.
Mills, Elizabeth	Oconto Falls.
Mitchell, Baxter	Appleton.
Mueller, Walter E.	Green Bay.
Mumm, Frank	Wausau.
Murphy, Ethel Stevens	Appleton.
McConnell, Claude Howard	Tomah.
McGowan, Milton	Algoma.
McKinney, Loren C.	Appleton.
McKinney, Paul Judson	Appleton.
McNaughton, Helen Mary	Appleton.
Nauman, Frances M.	Eau Claire.
Nelson, Bernice	Manawa.

Nelson, Lilah	Manitowoc.
Nelson, Walter P.	Antigo.
Nixon, George C.	La Farge.
North, Lora Edna	Evansville.
North, Theodora M.	Edgerton.
O'Boyle, Charles E.	Kaukauna.
Pardee, Grace	Appleton.
Parsons, Earl Seabold	Menomonee Falls
Pascoe, Charles Samuel	Hancock, Mich.
Pendell, Lora B.	Randolph.
Pengelly, Jane N.	Dodgeville.
Pennock, Edith Lillian	Bloomington.
Ralph, John W.	Kaukauna.
Rasey, Lee Cassius	Marion.
Reynolds, George Everett	Janesville.
Richardson, Pearl	Sparta.
Ricks, Verne	Boscobel.
Ritchie, Ralph Stewart	Manawa.
Roberts, Chester Arthur	Fort Atkinson.
Rohan, Benjamin	Oconto.
Ross, Florence	Appleton.
Rowell, Ellen Eliza	Appleton.
Rummele, Edward Thompson	Manitowoc.
Russell, George E.	Cambridge, Mass.
Saiberlich, Irwin Walter	Appleton.
Sampson, Wylie Carroll	Wausau.
Sayles, Sidney	Appleton.
Schaal, John Wesley	Gillett.
Scheuss, Eugenia Adelaide	Racine.
Schlafer, Barbara	Appleton.
Scholtz, Leslie Edward	Mukwonago.
Seiler, Andrea J.	Appleton.
Seiler, Henrietta A.	Appleton.
Shaver, Irwin Leander	Eau Claire.
Shemick, Frederick William	Marinette.
Simester, Maud Adelaide	Markesan.
Slater, Edith M.	Berlin.
Small, Harry W.	Manitowoc.
Smith, Roy E.	Markesan.
Spear, Maud L.	Appleton.
Steele, Newland Moffit	Albion, Mich.

Stokes, Nettie	Waterloo.
Stone, Grace Blanche	Lancaster.
Swain, Louis H.	Grand Rapids.
Thackray, Lera M.	Glen Beulah.
Thomas, Florence	Appleton.
Thurber, Francis	Ellsworth.
Tiegs, Ernest	Oconto.
Tibbet, Charles	Appleton.
Tibbet, Ralph	Appleton.
Touton, Cleva	Edgerton.
Van Ostrand, Dexter C.	Antigo.
Van Patter, James Blaine	Glen Flora.
Van Valin, Oliver J.	Mukwonago.
Vits, Earl Oscar	Manitowoc.
Waldo, Ellen B.	Pleasant Prairie.
Waterhouse, Clifford C.	Appleton.
Watson, Howard D.	Kaukauna.
Wernlund, Chris John	Baldwin.
Westgate, May	Manitowoc.
White, Richard Joseph	Algoma.
Wiegand, Oscar A.	Fond du Lac.
Wilford, Lloyd Alden	Baldwin.
Williams, Bessie Alberta	Rib Lake.
Williams, William Everett	Dodgeville.
Wilson, George Walker	Great Falls, Mont.
Woodworth, Milton Francis P.	Kenosha.

Specials.

Brinckley, Cora Elizabeth	Appleton.
Davis, Joseph Jonathan	Columbus, Ohio.
Davis, Richard Scott	Milwaukee.
Dyer, William Andrew	Kaukauna.
Edwards, Grace	Appleton.
Finton, Mrs. Myra	Appleton.
George, Lazar	Baz, Kurdestan, Asia.
Helm, Rose Clarene	Appleton.
Hoover, Leila	Chetek.
Houck, Harriett	Antigo.
Laehn, William	Appleton.
Miller, Frank E.	Manchester, Iowa.
McGinnis, Lucile	Appleton.

Nelson, Mamie	Manawa.
Poppe, Emma	Appleton.
Roesch, Anna	Merton.
Rosebush, Mrs. J. G.	Appleton.
Sherman, Pauline	Appleton.
Sherry, Sara Genevieve	Appleton.
Skubitzke, Emma Anna	Blackwell.
Willard, Grace	Appleton.

Academy.

Anderson, Herman	Racine.
Arhelger, Louis	Oshkosh.
Banta, George Jr.	Menasha.
Bartlett, John M.	Milwaukee.
Brinckley, Florence	Appleton.
Buese, J. M.	Republic, Mich.
Campbell, Ansie James	Park Falls.
Caves, Reginald	Hancock.
Clark, Dorothy	Appleton.
Colvin, Eugene Spaulding	Appleton.
Ellingson, Robert Parcher	Hawkins.
Fairfield, Mary	Appleton.
Freeman, Engeline Smith	Appleton.
Galligan, Judson	Antigo.
Holbrook, Herbert W.	Neenah.
Jenkins, Thomas Vincent	Welcome.
Johnson, Arthur E.	Minneapolis, Minn.
Johnson, Arthur Joseph	Ashland.
Killen, Margaret Alice	Appleton.
Lawson, Donald W.	Menasha.
Lawson, Marion	Menasha.
Lembcke, Walter Alvin	Appleton.
Mitchell, Matthew White	Appleton.
Patterson, Ruth Elaine	Appleton.
Pindle, Leone Marie	Appleton.
Plantz, Florence	Appleton.
Ruckweed, Fred	Elkhart Lake.
Sawyer, Millard H.	Milwaukee.
Slater, Esther	Appleton.
Smith, Noble	Appleton.
Spencer, Lorraine Culver	Appleton.

Stimson, Helen Virginia	Appleton.
Stimson, Paul Reeve	Appleton.
Stolp, Ivy Mabel	Milwaukee.
Thom, Barbara	Menasha.
Thom, Lois Madeline	Appleton.
Tippet, Earl	Appleton.
Tippet, Walter	Appleton.
Underwood, Lucy Anna	Montello.
Uplegger, Alfred Martin J.	Appleton.
Van Patter, Nettie	Glen Flora.
Velte, Wallace L.	Poysippi.
Waddell, Clarence	Appleton.
Wadewitz, William Robert	Racine.
Wells, Marion Mosher	Appleton.
Wharton, Dotha	Appleton.
Wharton, William Grant	Appleton.

SCHOOL OF EXPRESSION.

Third Year Students.

Fry, Robert	Omro.
Hall, Nina A.	Fond du Lac.
Sherman, Margaret	Appleton.
Simpson, Pearl E.	Red Lodge, Mont.

Second Year Students.

Jewell, Orlando Arthur	Mineral Point.
Newman, 'Sworth	Kaukauna.
Nix, Irvine E.	Winnepeg, Canada.
Sherman, Pauline	Appleton.

First Year Students.

Badour, Flossy O.	Oconto.
Calkins, Lottie Elizabeth	Emerald.
Cameron, R. A.	Appleton.
Cockran, Violet	Marion.
Darling, Gracia Jo	Manawa.
Davis, J. J.	Columbus, O.
Grout, Edith M.	Wausau.
Hawes, Jeanette	Appleton.
Jenks, Carrie	Fort Atkinson.

Kumlien, Ethel	Fort Atkinson.
Nauman, Frances	Eau Claire.
North, Lora Edna	Evansville.
Philbrook, Alice	Menominee, Mich.
Pope, Eleanor Blenda	Racine.
Proper, Mrs. J. Wesley	Appleton.
Proper, J. Wesley	Appleton.
Rasey, Lee Cassius	Marion.
Thomas, Florence	Wausau.
Vesley, Susie Henrietta	Portage.
Watson, Howard	Kaukauna.

Specials and Private.

Abernethy, Patricia	Omro.
Baker, Sadie Elaine	Marshall.
Balmer, Lena	Ironwood.
Conrad, Marie	Appleton.
Hall, Evelyn Blanche	Appleton.
Hall, Eugene William	Princeton.
Howard, Delton	Appleton.
Ivey, Paul Wesley	Ishpeming, Mich.
Karnopp, George F.	Almond.
Koehn, George Llewelyn	Sheboygan.
Lewis, Howard T.	Oshkosh.
Leutsker, Alice	Wittenberg.
Nehf, Harley Wesley	Menomonee Falls.
Newton, Harry	Waupun.
Nogle, Fred Grant	Mondovi.
Owen, Jessie Louise	Milton Junction.
Otto, Arnold C.	Forest Junction.
Ostrander, Ward	Omro.
Schall, Oscar Elmer	Gillet.
Sias, Benjamin Charles	Sparta.
Strang, Ellsworth H.	Janesville.
Stuhlfauth, John	Wausau.
Ullman, Adele	Appleton.
Warmington, (Miss)	Appleton.
Wertheimer, Mrs. Munroe A.	Kaukauna.
Wright, Gertrude	Green Bay.
Van Keuren, Frank Ray	Oshkosh.

CONSERVATORY OF MUSIC.

Abernethy, Patricia	Omro.
Austin, Leslie	Appleton.
Balmer, Lena	Port Huron, Mich.
Best, Lily	Marion.
Bidwell, Irene	Kaukauna.
Boland, Alice	Appleton.
Bowers, Frank	Marion.
Brecht, Julia O.	Menasha.
Briggs, Vera	Antigo.
Bright, Winifred	Appleton.
Brinckley, Cora	Appleton.
Brinckley, Florence	Appleton.
Buchanan, Mrs. G. E.	Appleton.
Burke, Blanche	Cumberland.
Brazelton, Mrs. E. A.	Appleton.
Calvi, Rose	Iron Mountain, Mich.
Campbell, Ancy	Park Falls.
Campbell, Florence	L'Anse, Mich.
Clapp, Mrs. W. L.	Appleton.
Clark, Rubie	Kilbourne.
Conrad, Marie	Kilbourne.
Coye, Nina	Stevens Point.
Creuz, Myrtle	Iron Mountain, Mich.
Culbertson, Donna	Medina.
Claridge, Mae	Reedsburg.
Darling, Gracia Jo	Manawa.
Davis, Richard	Milwaukee.
Dean, Mrs. William	Appleton.
Devlin, Helen	Appleton.
Dick, Gretchen	Milwaukee.
Dohearty, Mrs. F. P.	Appleton.
Dunn, Elinor	Appleton.
Dunn, Elmer	Appleton.
Dunn, Mrs. E. E.	Appleton.
Dunn, Lawrence	Appleton.
Edwards, Merle	Fort Atkinson.
Eiler, Hilda	Appleton.
Fadner, Dale	Appleton.
Fairfield, Mary	Appleton.

Fairfield, Clara	Appleton.
Faville, Ellen	Lake Mills.
Fisher, Bernice	Fond du Lac.
Fisk, Earl	Green Bay.
Ford, Charles	Pepin.
Fuchsgruber, Mabel	Appleton.
Garns, Mrs. J. S.	Appleton.
Greene, Lillie	Neosho.
Greeley, Ruth	Appleton.
Griffin, Lee	Viola.
Grohndorff, Helen	West DePere.
Hackworthy, Adelaide	Appleton.
Haertel, Mae	Amherst.
Hahn, Ema	Jefferson.
Harbeck, Irene	Appleton.
Hare, Doris	Superior.
Harris, Edna	Kilbourne.
Harris, Ethel	Kilbourne.
Hart, Alice	Medina.
Hauert, Adeline	Appleton.
Hauert, Roy	Appleton.
Hoffmann, Hannah	Appleton.
Humphrey, Georgia	Milwaukee.
James, Ida	Wausau.
Janda, Frances	Portage.
Jewell, Lulu	Mineral Point.
Jewell, Orlando	Mineral Point.
Johnson, Irene	Wausau.
Johnson, Arthur	Milwaukee.
Johnson, Selma	Mt. Horeb.
Johnston, Harvey	Appleton.
Jones, Mrs. Roy	Appleton.
Kamps, Barbara	Appleton.
Killen, Margaret	Appleton.
Knickel, Myrtle	Campbellsport.
Krieser, Lilly	Marion.
Kunde, George	Appleton.
Ladwig, Mary	Antigo.
Leek, Raymond	Racine.
Leith, Iole	Appleton.

Lieberman, Daisy	Fort Atkinson.
Lloyd, Alice	Fairchild.
Loeppert, Walburga	Appleton.
Leutzker, Roy	Wittenberg.
Lewis, Howard	Oshkosh.
Marcy, Merrill	Prescott.
Marugg, Annetta	Appleton.
Maxwell, Alice	Beaver Dam.
McNaughton, Virginia	Appleton.
McNeal, Julia	Kaukauna.
Miller, Irving	Montevideo, Minn.
Miller, Marjorie	Appleton.
Mills, Helen	Appleton.
Monroe, Noel	Spooner.
Montgomery, Emily	Appleton.
Mory, Carl	Appleton.
Nelson, Bernice	Manawa.
Nelson, Leila	Manitowoc.
Nicholson, Margaret	Appleton.
Nixon, George	La Farge.
O'Hanlon, Helen	Appleton.
Oosterhous, Alfred	Plymouth.
Ornstein, Edward	Appleton.
Pendell, Lora	Randolph.
Pearson, Pansy	Appleton.
Perkins, Judson T.	Appleton.
Philbrook, Alice	Marinette.
Pindle, Leon	Appleton.
Plantz, Elsie	Appleton.
Plantz, Florence	Appleton.
Proper, Mrs. J. W.	Appleton.
Raisler, Edith	Welcome.
Rector, Clayton	Appleton.
Reeves, Laura	Grand Rapids.
Richardson, Lilah	Appleton.
Roberts, Chester	Birnamwood.
Rosebush, Mrs. J. G.	Appleton.
Ryan, Mazie	Appleton.
Ryan, Winifred	Appleton.
Saecker, Enid	Appleton.

Saecker, Ruth	Appleton.
Sandborn, Ruth	Appleton.
Schaal, Oscar	Gillett.
Schlafer, Barbara	Appleton.
Schmidt, Malinda	Appleton.
Schneider, Mildred	Appleton.
Schoephoester, Esther	Padue.
Schumacher, Ella	Appleton.
Sell, Gertrude	Appleton.
Siegart, Bernard	Birnamwood.
Silvester, Mildred	Appleton.
Skubitzke, Emma	Blackwell.
Smith, Roy	Markesan.
Stevens, Elizabeth	Appleton.
Stokes, Nettie	Waterloo.
Stolp, Ivy	Milwaukee.
Stone, Mabel	Lancaster.
Stroud, Elise	Oshkosh.
Stroud, Wilfred	Oshkosh.
Struck, Rennie	Appleton.
Thackray, Lera	Glenbeulah.
Thomas, Evalin	Appleton.
Thomas, Fred	Ironwood , Mich.
Trettin, Emma	Appleton.
Underwood, Lucy	Montello.
Van Patter, Nettie	Glen Flora.
Varney, Maud	Greenwood.
Waldo, Ellen	Pleasant Prairie.
Warren, Wanda	Chippewa Falls.
Weber, Lucile	Fennimore.
Wells, Justin	Appleton.
White, Gurley	Shullsburg.
Williams, Everett	Dodgeville.
Williams, Rubie	Cambria.
Wilson, Margaret	Appleton.
Wilson, Grace	Appleton.
Wiltsee, Elaine	Appleton.
Wood, Winifred	Appleton.
Wright, Mrs. James	Grand Rapids.
Wenzel, Julia	Appleton.

Youtz, Edna	Appleton.
Zechiel, Ruth	Appleton.

ART DEPARTMENT.

Painting.

Andersen, Alice	Abbotsford.
Baker, Harriet	Columbus.
Briggs, Vera	Antigo.
Boyles, Roy	Waupaca.
Cole, Fannie	Lake Mills.
Cochran, Violet	Marion.
Fuchsgruber, Mabel	Appleton.
Gierke, Miss	Marshfield.
Harring, Charlotte	Montello.
Hastings, Clarabelle	Fond du Lac.
Herrick, Mrs.	Appleton.
Hitt, Phoebe	Oakfield.
Humphrey, Helen	Appleton.
Ladwig, Mary	Appleton.
Manning, Mrs.	Milwaukee.
Marks, Harriet	Lancaster.
Marugg, Annette	Appleton.
Mates, Elsie	Belmont.
Manley, Bessie	Neenah.
Maloney, Ella	Williams, Minn.
Maloney, Nettie	Williams, Minn.
Michelstetter, Stella	Appleton.
Pearson, Pansy	Appleton.
Peck, Olive	Chicago.
Petersen, Russell	Appleton.
Pribbenow, Alma	Kilbourne.
Perry, Olla	Neenah.
Rice, Lulu	Eleva.
Reynolds, Miss	Janesville.
Richards, Miss	Fort Atkinson.
Rudolph, Ruth	Antigo.
Saecker, Estella	Lake Mills.
Skubitzke, Emma	Blackwell.
Stevens, Helen	Eau Claire.
Smith, Ethelyn	Evansville.

Smith, Pearl	Markesan.
Thickens, Josephine	Appleton.
Underwood, Lucy	Montello.
Wakeman, Ruth	Lake Mills.
Waste, Florence	Antigo.
West, Agnes	Appleton.

Drawing.

Briggs, Vera	Antigo.
Fuchsgruber, Mabel	Appleton.
Hunter, Golda	Birnamwood.
Ladwig, Mary	Antigo.
Skubitzke, Emma	Blackwell.
Stevens, Helen	Eau Claire.

DEGREES CONFERRED IN 1909

BACHELOR OF ARTS.

Ames, Katherine
Atkinson, George Edward
Baer, John Miller, Jr.
Baker, Mary
Barrett, Ross
Belscamper, Amine
Bemis, Sarah Gertrude
Black, Lorraine Edna
Bomier, Cora
Brigham, Aldis Leonidas
Brown, Marguerite Helen
Bush, Lydian Ursula
Buchholz, Louise
Cassidy, Victor McKinnon
Cook, Grant
Cornelison, Eben Douglas
Dach, Frances Stella
Day, Alta Josephine
Day, Dorothy Ethel
Drew, Harris Eugene
Gray, Ruth Isabel
Hinderman, Emil
Ingold, Daisy Thompson
Jenks, Arthur Harry
Johnston, Roy Kenneth
Kranz, Herman Ernest
Lomas, Cora Ellen
Mitchell, William Roy
Moss, Glenn Edgar
Murrish, Ethel Mary
Newton, Leslie L.
Radke, William Fred
Reilly, Helen Marguerite
Sawyer, Bert Allen
Sawyer, Mary Olive
Smith, Annie Marie
Smith, Willard Mallalieu
Soules, Mollie Roberta
Souther, Nathalie Ben
Touton, Hazel
Van Keuren, Frank Ray
Waters, Julia Marie
Williams, Una
Wilson, Ruth
Wood, Ethel Campbell

BACHELOR OF ORATORY.

Nina Hall
Dorothy Richardson

MASTER OF ARTS.

Rev. George Evans, Orangeburg, S. C.

MASTER OF ARTS (HONORARY).

Mrs. Mary Meade Rogers, Fond du Lac.

DIPLOMA IN MUSIC.

Mamie Nelson.

DIPLOMA IN EXPRESSION.

Pearl Simpson
Margaret Sherman

PRIZES

Freshman Scholarships:

Norman Brokaw Scholarship.....Helen Brayton
John McNaughton Scholarship.....Lucile Bushey
James S. Reeve Scholarship.....Erwin Shaver
Lawrence Scholarship.....Alita Bussard

Lewis Prize, Scholarship.....Lily Swanson

President's Prize, Declamation.....
1. Sworth Newman
2. James St. John

Hicks' Prize, Composition.....
1. Arthur Little
Honorable Mention:
.....James St. John

McNaughton-Peabody Prizes, Latin.
1. Lily Swanson
2. Bernice Pendell

Gold Medal in Latin, Sarah Bemis

Tichenor Prize
1. Willard Smith
2. Amine Belscamper

Garns' Prize in Oratory.....
1. Spencer Woodworth
2. Wesley Proper

Helen Fairfield Naylor Scholarship.....Wendell Kumlien

Senior Honors
1. Sarah Bemis
2. Amine Belscamper
3. Nathalie Souther

Special Honor Students:

Herman Kranz, Mathematics.
R. K. Johnson, History.
Amine Belscamper, History.
Sarah Bemis, Latin.
Lydian Bush, Latin.
Daisy Ingold, Latin.
Ethel Murrish, Latin.

UNIVERSITY CLUB

OFFICERS.

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Jessie Owen Vice-President
Eva Theleen Secretary
Carroll King Treasurer
Roy Jones General Treasurer

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FORM OF REQUEST

In order to help in the educational and religious work now carried on at Lawrence College at Appleton, Wisconsin, I, the undersigned, a resident of.....in the State of....., being of sound and disposing mind and memory, make, ordain and publish this my last will and testament, and declare that it shall not be deemed to have been revoked by any future will that I may make, unless it is therein revoked in express terms specifically referring to the gifts herein made to said College and mentioning it by name.

My just debts having been paid, I give, devise and bequeath to said Lawrence College by its corporate name, which is "The Board of Trustees of Lawrence University of Wisconsin," certain real estate in the Town of....., County of....., in the State of....., commonly known as No.....Street, ...which was conveyed to me by the deed of.....duly recorded in said County.

Also, Forty Acres, more or less, of land in the County of....., in the State of....., described as the North East Quarter of the North East Quarter of Section, Township....., Range....., etc., which was conveyed to me by the deed of.....duly recorded in said County.

Also, a certain mortgage upon the real estate commonly known as No.....Street, in the City of....., and the indebtedness of.....Dollars secured thereby. If said mortgage shall have been paid or disposed of at the

time of my death, my executor shall give the said institution other property of equal value to be selected by my executor.

Also, *the proceeds of the sale* by my executor, as soon after my death as may be, of my stock in the corporation known as "The A. B. C. Co.," which has offices at....., in the State of.....

Also, three certain bonds of the "X. Y. Z. Company," a corporation having offices at....., in the State of, each having a par value of.....Dollars.

Also, certain books and publications specifically mentioned in the list which is hereto attached and made part hereof.

Also, the sum of.....Dollars in cash to be paid as soon after my death as may be practicable.

The rest of the property and estate shall be disposed of as provided by law, unless I shall otherwise direct by will.

I appoint A. B. executor of this, my will.

Witness my hand and seal this.....day of....., A. D. 1910.

.....[SEAL.]

The foregoing writing was signed, sealed, published and declared by the said testator as and for his last will and testament in the presence of each of us, who, at his request and in his presence and in the presence of each other, have subscribed our names as witnesses thereto on the day of the date thereof.

.....

Address.

.....

Address.

.....

Address.

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Lawrence College Bulletin

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For 1910-1911

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Sixty First Annual Catalogue

OF

Lawrence College

(CORPORATE NAME: LAWRENCE UNIVERSITY OF WISCONSIN)

1910-1911

PUBLISHED JANUARY, 1911

THE POST PUBLISHING COMPANY, PRINTERS AND BINDERS, APPLETON, WIS.

CORRESPONDENCE

While correspondence directed to Lawrence College will reach the proper department, to avoid delay and confusion correspondents are requested to note the following directions:

1. Correspondence concerning the College of Liberal Arts should be addressed to the President.

2. Correspondence concerning the Conservatory of Music should be addressed to the Director of the Lawrence Conservatory of Music.

3. Correspondence concerning the School of Expression should be directed to the Director of the School of Expression.

4. Correspondence concerning rooms at Ormsby Hall should be directed to the Matron of Ormsby Hall.

5. Correspondence upon general matters of business should be addressed to Lawrence College.

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CALENDAR

1911-12

March 22 Wednesday 12:20 P. M.—Recitations close.

Spring Recess.

March 29 Wednesday 1:30 P. M.—Recitations resumed.
May 30 Tuesday Decoration Day.
June 5, 6, 7, 8, 9, 10—Final Examinations, Second Semester.
June 8 Thursday 8:00 P. M.—Commencement Exercises, Conservatory of Music.
June 9 Friday 8:00 P. M.—Junior Oratorical Contest.
June 10 Saturday 8:00 P. M.—President's Prize Contest.
June 11 Sunday 9:30 A. M., Commencement Love Feast.
10:30 A. M.—Address before the Religious Societies.
8:00 P. M.—Baccalaureate Sermon.
June 12 Monday 2:00 P. M.—Joint Meeting of the Board of Trustees and Visitors.
8:00 P. M.—Commencement of the School of Expression.
June 13 Tuesday 10:30 A. M.—Reunions of the Literary Societies.
2:00 P. M.—Class Day Exercises.
4:00 P. M.—Business Meeting of the Alumni Association.
8:00 P. M.—Reunion of the Alumni Association.
June 14 Wednesday 10:30 A. M.—Commencement Exercises.
1:00 P. M.—Commencement Banquet.
8:00 P. M.—President's Reception.

Summer Vacation.

Sept. 12 Tuesday 9:00 A. M.—Examinations for Admission.
Sept. 12-13, Tuesday and Wednesday—Registration Days.

Sept.	13	Wednesday	First Semester begins. 4:00 P. M.—Chapel.
Sept.	17	Sunday	3:00 P. M.—College Vespers and on second Sunday of each month thereafter.
Sept.	19	Tuesday	All College Day.
Nov.	11	Saturday	9:00 A. M.—Mid-Semester Examinations.
Nov.	29	Wednesday	4:00 P. M.—Thanksgiving Recess begins.
Dec.	4	Monday	12:00 M.—Thanksgiving Recess closes.
Dec.	20	Wednesday	12:30 P. M.—Recitations close.

Christmas Recess.

Jan.	4	Thursday	8:00 A. M.—Recitations resumed.
Jan.	23, 24, 25, 26, 27, 29.		—Final Examinations, First Semester.
Jan.	29	Monday	5:00 P. M.—First Semester closes.
Jan.	30-31,	Tuesday and Wednesday.	—Registration Days.
Jan.	31	Wednesday	Second Semester begins. 4:00 P. M.—Chapel.
Feb.	11	Sunday	College Day of Prayer.
Feb.	22	Thursday	Washington's Birthday.
March	21	Wednesday	12:20 P. M.—Recitations close.

Spring Recess.

March	28	Wednesday	1:30 P. M.—Recitations resumed.
May	30	Wednesday	Decoration Day.
June	6, 7, 8, 9.		—Final Examinations, Second Semester.
June	7-13		Commencement Week.

LAWRENCE COLLEGE

HISTORICAL STATEMENT.

In the year 1847 the Hon. Amos A. Lawrence, of Boston, Mass., made a proposition to Rev. William Sampson, presiding elder of the Fond du Lac district of the Rock River Conference of the Methodist Episcopal Church, stating that he would give $10,000 for the establishment of a literary institution in Wisconsin, if a similar sum could be raised within the territory. He further stipulated that no sectarian instruction should ever be given by the proposed institution, that at least a minority of the trustees must represent different denominations, and that the work must be carried on according to a plan "sufficiently broad to develop the scholar."

Mr. Sampson reported the proposition to the Rock River Conference at its next session, and was authorized to take steps at once to consummate the arrangement. In December a charter was drawn up, and its passage through the legislature secured. The institution, receiving its name from the principal donor, was called "The Lawrence Institute of Wisconsin."

A committee was appointed to select a location, and decided to accept an offer made by George W. Lawe and John F. Mead, of sixty-two acres of land on the Fox River in Grand Chute.

The charter provided for the organization of a college with authority to confer all the degrees that were conferred by similar institutions in the United States. The trustees, however, at first undertook only the establishment

of the academic department. Under this organization the institution was opened for instruction November 12, 1849, with Rev. William H. Sampson as principal. By this time it appears that the conviction had grown that a larger work lay before the school, and the charter was amended so that the name was changed from Lawrence Institute to Lawrence University. The organization of the college department was not completed until 1853, although opportunity to take college studies had already been provided. At this time the present University Hall was erected, which was then one of the largest and finest college buildings in the west. Rev. Edward Cooke, A. M., of Boston, Mass., was elected president. In 1853 an active canvas for $100,000 was undertaken, which was only in part successful. Five years later a school of civil engineering was opened, but after being continued until 1863, was abandoned.

Since that time the institution has steadily grown in strength, receiving additions to its endowment from time to time, and adding, as means were provided, to its equipment.

Ormsby Hall, the gift largely of Mr. D. G. Ormsby and wife, was erected in 1889 and enlarged in 1906; the Observatory, contributed by the citizens of Appleton, in 1892; Stephenson Hall of Science, named after the principal donor, the Hon. Isaac Stephenson, in 1899; the Alexander Gymnasium, largely the gift of L. M. Alexander, in 1901; the Library, presented by Andrew Carnegie, in 1905; the heating plant, in 1903; the Ormsby Annex was purchased in 1902 and the Hall of Music in 1906; Peabody Recital Hall was erected in 1909; and Brokaw Hall in 1910. An Athletic field was purchased in 1900.

In 1908 the trustees voted to change the name of the institution from Lawrence University to Lawrence College

of Wisconsin. It was also voted to discontinue the Academy.

The principal donors to the university have been: Amos A. Lawrence, of Boston, Mass.; Philetus Sawyer, Oshkosh, Wis.; Charles Paine, Oshkosh, Wis.; Robert McMillan, Oshkosh, Wis.; Mr. and Mrs. D. G. Ormsby, Milwaukee, Wis.; John H. Van Dyke, Milwaukee, Wis.; L M. Alexander and wife, Milwaukee, Wis.; William Drown, Beaver Dam, Wis.; Mrs. John Edwards, Milwaukee, Wis.; Samuel Jones, Natick, Mass.; Isaac Stephenson, Marinette, Wis.; E M. Beach, Waupun, Wis.; Andrew Carnegie, New York; Mr. and Mrs. N. K. Brokaw, Appleton, Wis.; E. A. Edmonds, Appleton, Wis.; Miss Florence Child, Edgerton, Wis.; John McNaughton, Appleton, Wis.; Isaac Wing, Bayfield, Wis.; Lee Claflin, Boston, Mass.; H. E. Miles, Racine, Wis.; W. H. Hatten, New London, Wis.; George F. Peabody, Appleton, Wis., and the General Education Board, New York.

CHRONOLOGY.

1846—Amos A. Lawrence of Boston made a proposition to establish an institution of higher learning in Northern Wisconsin; the location of the institution selected.

1847—Charter of Lawrence Institute secured from the legislature of the Territory of Wisconsin.

1849—Rev. William H. Sampson made Principal of Lawrence Institute.

First building completed and instruction begun.

Corporate name changed from Lawrence Institute to Lawrence University of Wisconsin.

1850—Development of the Museum begun.

First literary society established.

Samuel Appleton of Boston gave $10,000 for a library.

1853—College work begun and freshman class registered.

Rev. Edward Cook, D. D., Boston, Mass., elected first President.

University Hall dedicated and class work transferred to the new building.
Philalathean Literary Society organized.

1855—Phoenix Literary Society established.
First building erected destroyed by fire.

1857—First class graduated from collegiate department.
The sale of one thousand perpetual scholarships of $50 each.

1859—Rev. Russell D. Mason elected President.

1860-62—College relieved of heavy debt and endowment begun by the generosity of Lee Claflin and Amos Lawrence of Boston, Gov. Stone of Connecticut, Gov. Seymour of New York, and other friends of education.

1865—Rev. George M. Steele, D. D., elected President.
Lewis Prize established.

1866—President's Prize and University prize established.
Centennial endowment fund of about $50,000 raised.

1868—"Collegian," first college paper published in Wisconsin, established.

1870—Lawrean Literary Society founded.

1877—Brooks Prize established.

1879—Rev. Elias Dewitt Huntley, D. D., elected President.

1881—House for the President erected.
Y. M. C. A. established.

1883—Rev. Bradford P. Raymond, D. D., of Class of 1870, elected President.

1884—Y. W. C. A. established.

1885—C. N. Paine bequest of $50,000 to endow the Chair of the President received.

1886—Tichenor Prize established.

1889—Rev. Charles W. Gallagher, D. D., elected President.
Ormsby Hall erected.
First Student Hand Book published.
Samuel Jones scholarship founded.

1891—Conchological Cabinet of Dr. Brown purchased for Museum.
Bequest of William Drown received.

1892—Underwood Observatory erected.

1893—Hick's Prize established.
The "Columbian" published.

1894—Rev. Samuel Plantz, Ph. D., LL. D., Class of 1880, elected President.
Peruvian Antiquities contributed by Hon. John Hicks.
1895—The "Messenger" published.
1896—Endowment effort for $100,000 successfully completed.
1897—First "Ariel" issued.
Theta Phi Fraternity organized.
1898—Stephenson Hall of Science erected.
1900—McNaughton and Peabody Latin Prizes established.
Athletic field purchased.
Lawrence Bulletin established.
1901—Alexander Gymnasium erected.
1902—Ormsby Annex purchased.
Hiram A. Jones Latin Library established.
Kappa Upsilon organized.
Beta Sigma Phi organized.
1903—Heating plant built.
Alpha Gamma Phi organized.
Theta Gamma Delta organized.
Delta Iota organized.
1904—Alpha Delta Phi, Theta Chapter, organized.
1905—Library erected by gift of Andrew Carnegie.
Alumni Record published.
1906—Conservatory of Music purchased.
Ormsby Hall enlarged.
1907—Gift from the General Education Board received and $250,000 raised for endowment.
Euphronia Literary Society established.
1908—House for "Blue and White Club" purchased.
Name changed from Lawrence University to Lawrence College.
Academy discontinued.
Lawrence House purchased.
1909—Peabody Hall erected.
Sigma Tau Nu fraternity organized.
1910—Brokaw Hall erected.
Euphronia Literary Society united with the Phoenix.

CHARTER.

The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

Section 1. Chapter 1 of the general laws of the territory of Wisconsin in 1847; chapter 133, laws of 1849; chapter 176, private and local laws of 1855; chapter 126, private and local laws of 1858; chapter 123, general laws of 1878; chapter 16, general laws of 1882, and chapter 16, laws of 1895, are hereby amended so as to read as follows: Gov. Henry Dodge, Hon. Mason C. Darling, Hon. Morgan L. Martin, Hon. Nathaniel P. Tallmadge, Prof. DeWitt G. Vosberg, Rev. Reeder Smith, Henry R. Coleman, William R. Sampson, Henry S. Baird, Jacob L. Bean, William Dutcher, George E. H. Day, Loyal H. Jones, and their successors be, and they are hereby, created a body politic and corporate to be styled the board of trustees of Lawrence University of Wisconsin, and by that name to remain in perpetual succession. The design and purpose of the said corporation is hereby declared to be to found, establish and maintain at Appleton, in the county of Outagamie, an institution of learning on a plan sufficiently extensive to afford instruction in the liberal arts and sciences and to develop the scholar; and said trustees may, as their ability shall increase, erect any or all of the different departments for the study of the liberal professions in such manner as they may think proper.

Section 2. The board of trustees shall consist of thirty members, three of whom shall be elected on nomination of the alumni, together with the president of the university, who shall be a member ex-officio, and any thirteen of these shall constitute a quorum for the transaction of all business.

Section 3. No religious tenets or opinions shall be required as a qualification for trustee, professor, or teacher, nor of any student shall any religious tenets or opinions be required to entitle him to all the privileges of the institution.

Section 4. The board of trustees shall at their first meeting after the passage of this act elect a president of the board, two vice-presidents, a secretary, and treasurer, who shall have all the powers usually given to such officers.

Section 5. The board of trustees shall at their first busi-

ness meeting be divided into three classes of ten each. They shall appoint at such meeting an annual meeting, to be held within one year thereafter, at which time the office of the first class shall expire, and in one year from that time the second class, and the third class in a year therefrom, and the office of one class of trustees to expire annually thereafter in rotation. There shall be a board of visitors, whose election shall be provided for in the by-laws, whose special duty shall be to inspect the work of the institution, attend the examinations, and look into the conditions generally and make such reports as may be required by the by-laws. The members of the board of visitors shall be ex-officio members of the board of trustees.

Section 6. Said board of trustees may meet on their own adjournment, and the president, with the concurrence of two trustees, or any four trustees, may call special meetings in the board, by giving notice to them in writing by mail, or otherwise, at least ten days before the time of such meeting, and any trustees may be removed for neglect of duty.

Section 7. Said board of trustees shall also appoint annually an executive committee of not less than five nor more than nine, who shall hold their office until their successors are appointed, and who shall have the power to execute all the business of the corporation committed to them by the by-laws of the institution, and who shall also be empowered to commence and carry on suits in the name of the trustees of the university, and no person shall be ex-officio a member of said executive committee.

Section 8. The board of trustees shall have full power, in their corporate name to sue and to be sued, to plead and be impleaded, to acquire, hold, use, and convey property, real and personal; to have and use a common seal; to alter and renew the same at pleasure; to make and alter from time to time such by-laws as they may deem necessary for the government of the institution, its officers and servants; to collect and receive funds and to see that every donation or bequest made to the institution be applied in conformity to the condition on which the same is made; to erect suitable buildings, purchase books, apparatus and other supplies necessary in the work of the institution; to hold free of taxation any lands or other property acquired by donation, bequest, or purchase and held

expressly for educational purposes, for the endowment of the institution; to appoint such officers, professors and teachers as the work and government of the institution shall require, and prescribe their duties and remove them for sufficient reasons; to prescribe and direct the course of studies to be pursued in the institution and its departments; to fill all va cancies; to confer such degrees and other honors upon persons they may deem qualified and worthy as are usually conferred by colleges in the United States; to determine the amount of salaries paid or to be paid by the institution; and to have such further general powers, not herein specified, and not inconsistent with the letter or spirit of this act, as are granted to corporations under the name of general provisions in chapter 85, laws of 1898, act amendatory thereto.

Section 9. All acts or parts of acts interfering with the provisions of this act are hereby repealed.

Section 10. This act shall take effect and be in force from and after its passage and publication.

JOINT BOARD OF TRUSTEES AND VISITORS

OFFICERS.

LEWIS M. ALEXANDER President
HON. NATHAN C. GIFFIN, A. M.....First Vice-President
GEORGE W. JONES Second Vice-President
EDWARD A. EDMUNDS, A. M.....Secretary
JAMES A. WOOD, Ph. B.....Treasurer, Appleton, Wis.

TRUSTEES.

REV. SAMUEL PLANTZ, Ph. D., LL. D., *ex-officio*, Appleton.

Term Expires 1911.

CYRUS C. YAWKEY,	Wausau.
LEWIS M. ALEXANDER,	Milwaukee.
HON. NATHAN C. GIFFIN, A. B.	Fond du Lac.
WILLIAM M. LEWIS, A. B.,	Racine.
HON. ISAAC STEPHENSON,	Marinette.
*JAMES S. REEVE, A. M., M. D.,	Appleton.
EDWARD A. EDMONDS, A. M.,	Appleton.
H. A. MOEHLENPAH, A. B.,	Clinton.
GEORGE A. WHITING,	Menasha.
CHARLES R. SMITH, A. B.,	Menasha.

Term Expires 1912.

JAMES A. WOOD, Ph. B.,	Appleton.
HERBERT E. MILES, A. M.,	Racine.
HON. THEOBALD OTJEN, A. M.,	Milwaukee.
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WILLIAM GILBERT,	Neenah.
GEORGE BALDWIN, Ph. B.,	Appleton.
ALBERT CRAFT MCCOMB, M. S.,	Oshkosh.
MUNROE A. WERTHEIMER,	Kaukauna.

*Alumni Trustee.
†Deceased.

Term Expires 1913.

Rev. Henry Colman, A. M., D. D.,	Milwaukee.
Henry P. MaGill,	Chicago, Ill.
Rev. John Scott Davis, D. D.,	Hartford.
*Lyman J. Nash, A. M.,	Manitowoc.
Judson George Rosebush, A. M.,	Appleton.
Hon. William Hatten,	New London.
Karl Mathie, B. S.,	Wausau.
Lamar Sexmith,	Wausau.
Rt. Rev. R. H. Weller, D. D.,	Fond du Lac.
Rev. Robert S. Ingraham, A. B., B. D.	Sheboygan Falls.

VISITORS.

Term Expires 1911.

Rev. F. H. Brigham, A. B.,	Wausau.
Rev. F. M. Haight, B. S.,	Augusta.
Rev. G. H. Willett,	Stanley.
Rev. Peter F. Stair,	Oshkosh.

Term Expires 1912.

Rev. J. H. Tippet, D. D.,	Appleton.
Rev. S. H. Anderson, A. M.,	Milwaukee.
Rev. M. Benson,	Eau Claire.
Rev. F. H. Harvey,	Cumberland.

Term Expires 1913.

William Larson,	Green Bay.
Rev. W. P. Leek,	Racine.
Rev. S. A. Bender,	Mineral Point.
Rev. W. H. Vance,	La Crosse.

STANDING COMMITTEES

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Judson G. Rosebush, A. M.
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Rev. John H. Tippet, D. D.

ENDOWNMENTS AND FINANCE.

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L. M. Alexander
W. H. Mylrea, A. B.
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Lamar Sexmith
Rev. F. M. Haight, A. M.
Rev. F. E. Bauchop, A. M.
Rev. J. H. Tippet, D. D.
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William Gilbert
L. J. Nash, A. M.
Hon. Isaac Stephenson
H. E. Miles, A. M.
George F. Steele, A. M.
George A. Whiting
William M. Lewis, A. B.

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Rev. H. Colman, D. D.
James Wood, Ph. B.
Rev. Samuel Plantz, Ph. D., LL. D.
Rev. Perry Millar, D. D.
Theobald Otjen, A. M.
Hon. W. H. Hatten
Rev. M. Benson
Rev. J. S. Davis, D. D.
Rt. Rev. R. H. Weller, D.D.

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George W. Jones
E. A. Edmonds, A. M.

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George W. Jones
M. A. Wertheimer
James A. Wood, Ph. B.

BUILDINGS AND GROUNDS.

A. C. McComb, M. S.
H. A. Moehlenpah, A. B.
Rev. F. H. Brigham, A. B.
Rev. F. A. Pease
Rev. F. E. Bauchop, A. M.
M. A. Wertheimer
Rev. R. S. Ingraham, A. B.
W. Larson
Rev. F. H. Harvey

LIBRARY.

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Rev. G. H. Willett
James S. Reeve, M. D.
Karl Mathie, B. S.
Rev. S. H. Anderson, A. M.

AUDITING.

Edward A. Edmonds, A. M.
George W. Jones
George Baldwin, Ph. B.

THE FACULTY

SAMUEL PLANTZ, Ph. D., D. D., LL. D., President and Paine Memorial Professor of Ethics and Christian Evidences.

B. A., Lawrence University, 1880; A. M., ibid., 1883; S. T. B., Boston University, 1883; Ph. D., Boston University, 1886; University of Berlin, 1890-91; D. D., Albion College, 1894; LL. D., Baker University, 1905; Pastor, Detroit, Mich., 1886-90 and 1891-94. Present position since 1894.

CHARLES WATSON TREAT, A. M., Dean of the College of Liberal Arts and Philetus Sawyer Professor of Physics.

Graduate Southern Illinois Normal University, 1884; Ph. B., DePauw University, 1890; A. M., ibid., 1893; Graduate Student. Lick Observatory, University of California, Summer 1891; Leland Stanford Jr. University, Summer 1893; Chicago University, Summers 1895 and 1897; Professor in Natural Science in Napa College, 1890-94. Present position since 1894.

EMANUEL GERECHTER, Rabbi, Professor of Hebrew and German.

Classical education in Gymnasium at Lissa, Germany; Theological course at Breslau; Preacher, Kempen, Rineland, Germany, 1865-66; Rabbi at New York, Detroit, Mich., Grand Rapids, Mich., 1865-80; Professor of German at Central High School and at Ladies' Bacon Seminary, Grand Rapids, 1874-80; Rabbi, Milwaukee, 1880-92; Rabbi, Zion Congregation, Appleton, Wis., 1892. Present position since 1894.

ELLSWORTH DAVID WRIGHT, Ph. D., Hiram A. Jones Professor of Latin Language and Literature.

A. B., 1887, Ph. D., 1894, Cornell University; Teacher of Greek and Latin in the Cascadilla School, Cataloguer in Cornell University Library, 1887-90; Fellow in Latin, Cornell University, 1892-93; Graduate Student in Greek and Latin, Leipzig and Berlin Universities and in Greece, 1894-96; Instructor in Greek, Cornell University, 1897. Present position since 1898.

JOHN HERBERT FARLEY, A. M., Salem David Mann Professor of Philosophy.

Ph. B., Lawrence College, 1896; Graduate Student, ibid., 1897-98; A. M., ibid., 1898; Graduate Student in Philosophy, Harvard University, 1898-99; Fellow in Philosophy, Harvard University, 1899-1900. Present position since 1901.

LEWIS ADDISON YOUTZ, M. S., Ph. D., Robert McMillan Professor of Chemistry.

Ph. B., Simpson College, 1890; Ph. M., ibid., 1893; M. S., ibid., 1902; Student, Harvard University (Summer), 1893; Ph. D., Columbia University, 1902; Associate Professor of Natural

Science, Simpson College, 1893-99; Professor of Natural Science, Montana Wesleyan University, 1899-1900; Scholar, Columbia University, 1900-02. Present position since 1902..

EMMA KATE CORKHILL, A. M., Ph. D., Edwards-Alexander Professor of English Literature.

A. B., Iowa Wesleyan University, 1889; A. M., ibid., 1893; Ph. D., Boston University, 1893; Student, University of Edinburgh, 1905-06; Professor of English Literature, Simpson College, 1895-1902. Present position since 1902.

WILLIAM JOSHUA BRINCKLEY, B. S., Ph. D., Professor of Biology.

B. A., Salina Normal College, 1885; B. S., DePauw University, 1901; A. M., ibid., 1894; Ph. D., Austin College, 1897; Student, University of Illinois; Professor of Natural Science, Hayward Collegiate Institute, 1885-88; Professor, Austin College, 1891-03. Present position since 1903.

JUDSON GEORGE ROSEBUSH, A. M., Professor of Economics.

Harvard Summer School, 1898; A. B., Alfred University, 1900; A. M., ibid., 1901; Scholar in Political Science, University of Pennsylvania, 1900-01; Fellow in Economics, Cornell University, 1901-02; Fellow in Economics, University of Wisconsin, 1902-03. Present position since 1903.

JOHN CHARLES LYMER, A. M., S. T. B., Child Professor of Mathematics and Director of the Underwood Observatory.

A. B.,Amity College, 1898; S. T. B., Garrett Biblical Institute, 1901;; A. M., Northwestern University, 1903; Instructor, Academy of Northwestern University, 1903-04; University of Wisconsin, summer 1906; University of Chicago, summers 1908, 1909. Present position since 1904.

WILSON S. NAYLOR, A. B., D. D., Edgar Martel Beach Professor of Biblical Literature.

A. B., Washburn College, 1890; S. T. B., Boston University School of Theology, 1893; D. D., Salina Wesleyan University, 1895; Graduate Study, New York University and Drew Theological Seminary, 1901-02; Research Study of the African People, Religion and Customs (including a tour of the continent), 1902-04; Pastor, Milwaukee, Wis., 1893-95, and Kenosha, Wis., 1897-1901. Present position since 1904.

ALBERT AUGUSTUS TREVER, A. M., S. T. B., George M. Steele Professor of Greek Language and Literature.

Ph. B., Lawrence University, 1896; A. B., Boston University, 1900; S. T. B., Boston University School of Theology, 1900; A. M., University of Chicago, 1910; Instructor in Hebrew and Biblical Literature, DePauw University, 1900-02; Jacob Sleeper Fellow from Boston University in the Universities of Halle and Berlin, Germany, 1902-03. Present position since 1905.

MAY ESTHER CARTER, B. L., Dean of Women and Associate Professor of Literature.

B. L., Ohio Wesleyan University, 1892; Principal of High School, Cuyahoga Falls, Ohio, 1893; Preceptress and Teacher

of Literature, West Virginia Wesleyan University, 1895-1901; Travel and Study abroad, 1902; Lady Principal and Professor of Literature, French-American College, 1903; Preceptress and Principal of English Department, Troy Conference Academy, 1904; Student University of Edinburgh, 1905. Present position since 1905.

OTHO PEARRE FAIRFIELD, A. M., Professor of Rhetoric.

A. B., Union Christian College, 1886; A. B., University of Chicago, 1896; A. M., Union Christian College, 1900; Principal of Lebanon High Shcool, 1886-1887; Professor of English, Union Christian College, 1887-1892; Principal of Clarinda Institute, 1892-1895; Graduate Student in the University of Chicago, 1895-1896 and the Summers of 1894, 1895, 1896, 1897; Professor of Latin, Alfred University, 1896-1908, and Professor of English, 1898-1908; Lecturer on Art, New York State School of Ceramics, 1903-1908. Present position since 1908.

JOHN GAINES VAUGHAN, A. B., Ph. D., D. D., Professor of Comparative Religions and Missions.

A. B., Syracuse University, 1882; B. D., Drew Theological Seminary, 1884; Ph. D., Tennessee Wesleyan University, 1886; D. D., 1898; Pastor, Cincinnati Conference, 1884-1905; Traveled for study in Levant, 1900, and in the Far East 1906-7; Secretary "Special Funds" Missionary Society, M. E. Church, 1905-1909. Present position since 1909.

CHARLES JOSEPH BUSHNELL, Ph. D., Professor of Sociology and Politics.

Ph. B., 1898, and Ph. D., 1901, The University of Chicago; Fellow in Sociology, The University of Chicago, 1899-1900; Professor of Social Science and History, Albany College, 1901-03; Professor of Social Science and History. Hiedelberg University, 1903-07; Professor of Social Science and Philosophy Trinity University, 1907-08; Graduate Student, The University of Chicago, and Business Manager and Secretary of The Home Manual Publishing Company, 1908-09; Organizer of "Progress City," and Supervisor of Public Playgrounds during summers, in Cleveland, 1907; in Washington, D. C., 1908; and in Indianapolis, 1909; Professor of Social Science, Oklahoma State Agricultural and Mechanical College, 1909-10. Present position since 1910.

DAVID RICHARD MOORE, A. B., Ph. D., David G. Ormsby Memorial Professor of History.

A. B., Victoria College, University of Toronto, 1902; Ph. D., University of Chicago,1910; Instructor in Washington and Jefferson College and Academy, 1902-1906; Graduate student in University of Chicago, 1906-1910; Lecturer in History, Economic History, and English Literature in Central Institute and in Normal College Extension Work, Chicago, 1907-1910; Hyde Park High School, Chicago, 1908-1910. Present position since 1910.

LESTER BURTON ROGERS, M. A., Professor of Education.

B. S., Moors Hill College, 1899; M. A., Columbia University, Teachers' College, 1907; Graduate Student, University of Chicago, 1902-03; Research Scholarship, Columbia University Teachers' College, 1909-10; Superintendent of Schools, Paris Crossing, Ind., 1899-1902; Teacher of Physics, Spokane, Wash., 1903-06; Professor of Philosophy and Education, Fort State College, Ind., 1907-09; Elected Professor of Education, Lawrence College, 1910, to begin work 1911.

RAYMOND M. DEMING, B. C. E., Instructor in Surveying, Drawing and Pure Mathematics.

B. C. E., Iowa State College, 1907; Assistant in Civil Engineering, Iowa State College, 1907-08. Present position since 1908.

EARL READ SCHEFFEL, M. S., Instructor in Geology and Mineralogy.

B. S., Denison University, 1907; M. S., ibid., 1908; Assistant in Geology and Zoology, ibid., 1907-08. Present position since 1908.

MABEL EDDY, Instructor in Modern Languages.

Graduate Mt. Vernon Seminary, Washington, D. C., 1879; Teacher, ibid., 1880; Indianapolis Classical School, 1882-85; Student Modern Languages, 1885-86; Teacher Modern Languages, Louisville College for Women, 1886-1895; Student Modern Languages, 1896; Dean of Women and Instructor in Modern Languages, Lawrence College, 1896-1902; Teacher Mt. Vernon Seminary, Washington, D. C., 1903-1905; Dean of Women and Professor of French, Carroll College, 1905-1908; Dean of Women and Professor of French in Simmons College, 1908-1909. Present position since 1909.

FREDERICK GEORGE RUFF, A. M., S. T. B., Instructor in German

A. B., German Wallace College and Nast Theological Seminary, Berea, Ohio, 1902; A. M., Northwestern University, Evanston, Ill., 1903; S. T. B., Garrett Biblical Institute, Evanston, Ill., 1904; Graduate Student, University of Wisconsin, 1905-08. Present position since 1909.

NATHALIE SOUTHER, A. B., Instructor in Chemistry.

A. B., Lawrence College, 1908. Assistant chemical laboratory, Lawrence College, 1908-09. President position since 1910.

MARK SEAVEY CATLIN, Ph. B., LL. B., Director of Athletics.

Ph. B., University of Chicago, 1905; LL. B., University of Iowa, 1909; Director of Athletics, University of Iowa, 1906-1909. Present position since 1909.

HUBERT EMIL ZILISCH, Instructor in Physical Education.

Battle Creek School of Physical Culture. Present position since 1910.

SARA PARKES TREAT, Instructor in Physical Education.

Graduated, Northwestern University, Cumnock School of Oratory, 1898; Columbia School of Expression, Summer 1896; Professor of Oratory and Director of Physical Training for Women, Lawrence College, 1895-1898. Present position since 1909.

JOHN SEAMAN GARNS, Director of School of Expression and Professor of Public Speaking.

Graduated, Drake School of Oratory, 1898; Instructor in Oratory, Drake University, 1898-99; Standard Concert Co., 1899-1900; University of Minnesota, 1900-1903; Graduated, Curry School of Expression, Boston, 1904; Reader and Soloist with Bostonia Ladies' Orchestra, 1904-1905; New England Tour, Garns-Grant Co., 1905-1906; Instructor, Boston School of Expression, 1906. Present position since 1906.

F. WESLEY ORR, B. L., Instructor in Dramatic Art and Forensics.

B. L., Drury College, 1901; Graduated Curry School of Expression, Boston, 1905; Instructor in English and Public Speaking, Woodbury Forest School, Orange, Va., 1905-06; Professor of English and Public Speaking, Pacific University, 1906-10. Present position since 1910.

EDWARD ABNER THOMPSON, A. B., School of Expression Lecturer on Interpretation and Voice Culture.

Bowdoin College, 1889-92; A. B., 1909; Emerson College of Oratory, 1894-95; Instructor of St. Mary's Academy, Manchester, N. H., 1896-1901; Graduated from School of Expression, Boston, 1905; Special Teacher of Voice, School of Expression, Boston, 1907-10; Lyceum work since 1908. Present position since 1910.

JOSEPHINE RETZ-GARNS, Instructor in Expression, Harmonic Gymnastics, Voice Culture.

Attended Cumnock School of Oratory, 1898; Graduated, Drake School of Oratory, 1900; Concert Tour, Standard Concert Co., 1900-1901; Retz-Reichard Recital Co., 1901; Graduated, Curry School of Expression, Boston, 1903; with Signor Patricola Grand Concert Co., as Reader and Accompanist, 1903-1904; Independent Recital Tour, 1904-1905; Imperial Saxophone Quartette, 1905-1906; Retz-Nehrbas Recital Co., 1906-1907-1908.

PEARL ELIZABETH SIMPSON, Tutor in Platform Reading.

Montana State Normal School, 1903-05; Graduated Lawrence School of Expression "Platform Artists Course," 1910. Present position beginning Sept. 1910.

WILLIAM HARPER, Dean of the Conservatory of Music, and Instructor in Singing.

Mr. Harper has studied in this country with Courtney, Del Puento, Rivardo, and George Sweet. In Italy, with Buzzi Peccia. He has also studied with various masters in England. He has made several trips abroad for study; has held church positions in New York, and been for some years a concert and oratorio basso, singing with such artists as Sembrich, Nordica, and Louise Homer. Present position since 1907.

EDGAR BRAZELTON, Instructor in Pianoforte, Harmony, and History of Music.

Mr. Brazelton has studied with Emil Liebling, Frederick Grant Gleason, Edmond M. Chaffee, and William Lewis of Chicago, supplementing this work by a season in Paris and London. Director of Normal School Conservatory of Music, Marion, Ind., two years. Taught piano in Chicago Piano College one year. Conducted private school seven years. Concert and Lecture-Recitals one year. Lawrence Conservatory of Music, 1909.

WILLY LEONARD JAFFE, M. B., Instructor in Violin.

Pupil of Cesar Thomson; first prize Liege Conservatory, Belgium; graduate of Hamburg Conservatory. Lawrence Conservatory of Music, 1909.

WINIFRED BRIGHT, Instructor in Pianoforte.

Has studied with Gertrude Merrick, Chicago; Clarence Sheppard, Oshkosh; and Adams Buell and Edgar A. Brazelton, Lawrence Conservatory. Present position since 1908.

ELSIE E. WEBB, A. R. C. M., Instructor in Singing.

Graduated from Royal College of Music, London, 1909; has studied voice with Mr. Woodward, Magdalen College, Oxford; Charles Phillips, London; Mrs. Hutchinson Royal College of Music, London. Piano with Francis Herford, University of Reading, Henry Bird. Holder of open scholarship for singing at Royal College of Music, 1907-1910. Present position, 1910.

ARTHUR H. ARNEKE, A. G. O., Instructor in Organ, Pianoforte, and Harmony.

Graduated Guilmant Organ School, N. Y. C., 1908. Piano with Emil Liebling, Chicago; Theory with Clement R. Gale, New York; taught Lombard College, Galesburg, 1908-09. Present position, 1910.

CARL J. WATERMAN, Instructor in Singing and Public School Methods.

Lawrence College, 1905. Studied methods of teaching Public School Music with O. E. Robinson of Chicago Public Schools. Studied singing with Karleton Hackett, Chicago. Teacher of vocal music at Industrial School, Waukesha, 1906-1909. Present position, 1910.

LERA THACKERAY, Instructor in Piano and Elementary Theory.

Graduate from Teachers' Training course, Lawrence Conservatory, 1910. Senior, 1911. Studied for two years with Edgar A. Brazelton, Lawrence Conservatory.

RAY KIDDER, Assistant in Biological Laboratory.

JOSEPH E. THOMPSON, Assistant in Physical Laboratory.

CHESTER ALLEN, Assistant in Chemical Laboratory.

ZELIA ANNE SMITH, M. S., Librarian.

B. S., Lawrence, 1882; M. S., Lawrence University, 1885. Present position since 1883.

EARL READ SCHEFFEL, M. S., Secretary of the Faculty.

OLIN MEAD, B. C. E., A. M., Registrar.

COMMITTEES OF THE FACULTY

ATHLETICS—Professors Lymer, Farley, Treat, Catlin, and Mrs. Treat.

ATHLETIC BOARD OF CONTROL—Professor Treat.

CATALOGUE—President Plantz, Professors Corkhill, Fairfield and Youtz.

CLASS OFFICERS—Freshmen, President Plantz and Professors Naylor, Wright and Fairfield; Sophomores, Professors Lymer and Youtz; Juniors, Professor Farley; Seniors, Professor Trever.

CHAPEL ATTENDANCE—Professor Wright.

CHRISTIAN WORK—Professors Naylor, Vaughan, Carter, and Corkhill.

COMMENCEMENT—Professors Rosebush and Treat.

DISCIPLINE—President Plantz, Professors Treat, Naylor, Fairfield, and Carter.

ENTRANCE CREDITS—Professors Youtz, Wright,, and Farley.

ENTERTAINMENTS—Professors Garns, Rosebush, Eddy, and Corkhill.

LIBRARY—The Faculty.

ORATORY AND DEBATING BOARD OF CONTROL—Professors Garns, Bushnell, and Orr.

SCHEDULE—Professor Youtz and Mr. Mead.

STUDENT LOAN FUND—President Plantz and Mr. Mead.

SCHOOL VISITATION—President Plantz, Professors Vaughan and Naylor.

SEATING—Professor Deming and Mr. Mead.

SOCIETIES AND FRATERNITIES—Professors Farley, Trever, Corkhill, and Moore.

STUDENTS' EMPLOYMENT—Professors Bushnell, Farley, Vaughan, Ruff, and Brinckley.

STUDENTS' AID AND TEACHERS' BUREAU—President Plantz, Professors Treat, and Farley.

GENERAL INFORMATION

Location and Equipment

LOCATION.

Lawrence College is situated at Appleton, Outagamie county, Wisconsin, on a bluff overlooking the Fox River. There is railway connection with all parts of the state. The Chicago and Northwestern, both Fond du Lac and Ashland divisions, and the Chicago, Milwaukee and St. Paul railroads pass through the city, and make close connections with the Wisconsin Central, Green Bay and Western, and St. Paul and Omaha lines. The new Green Bay and Northern railroad, now in process of construction, will probably reach Appleton in another year. There are electric railroad connections with Green Bay, Fond du Lac, and intermediate points, and it is expected that in a few months the Fond du Lac line will be extended to Milwaukee.

The city of Appleton has a population of about 17,000, and is widely known for its natural beauty and prosperity. It is situated on high ground, cut by deep ravines, which gives not only picturesqueness but also healthfulness to the location. It is a city of schools, churches, and other institutions belonging to a well organized community. Few cities of its size afford equal musical and literary advantages, and few can boast so intelligent a people.

Appleton is an ideal college location, for it has the advantages of city life without the distractions and temptations of a great metropolis. Its semi-rural surroundings and the thoughtful, stimulating atmosphere of the com-

munity secure the seclusion and quiet so valuable to student life; at the same time the city is large enough to be visited by the best talent in the country.

CAMPUS.

The campus is ideally located, being situated on the north bank of the Fox, where the business and residence sections join. It is within two blocks of the beautiful city park, within three blocks of the public library, and within three blocks of the principal Protestant churches. The campus is covered with great elms and oaks and is adorned with shrubbery; it is threaded with cement walks, and is regarded as exceptionally attractive. The trustees have recently extended it to the east and west by the purchase of adjacent properties. The buildings are for the most part located on the brow of a bluff which rises nearly a hundred feet above the river.

ATHLETIC FIELD.

The college owns an athletic field of about four acres, located some blocks to the northeast of the campus but within easy walking distance. It is on the interurban electric line between Appleton and Kaukauna, and within a block of the city line. It is a fine field for outdoor sports, and has been provided with a grandstand, bleachers and with a cinder running track.

BUILDINGS.

College Hall.—This building is a substantial stone edifice 120 by 60 feet and four stories high. It is in the classic style of architecture, and is much admired for its ideal proportions and imposing appearance. For many years it was regarded as the best college building in the West. It was erected in 1853, and has for nearly forty

years been practically covered by magnificent English ivy which adds much to its appearance. It contains lecture rooms for the work in language, history, literature, politics, and philosophy; a commodious chapel; and the halls of the men's literary societies.

Stephenson Hall of Science.—This building is named after the Honorable Isaac Stephenson of Marinette who gave the largest subscription towards its erection. It was built in 1899 and is in the English classical style of architecture. It is constructed of gray pressed brick and Bedford sand stone and is four stories in height, basement being included. It contains over sixty rooms including offices for the professors, lecture rooms, larger and smaller laboratories, a photographic room, several dark rooms, spectroscope and constant temperature rooms, shop for repair of apparatus, a conservatory for growing botanical specimens, store rooms and an extensive museum. It is fitted with all the devices and conveniences which experience has found to be desirable and is admirably adapted to the uses for which it was designed. Men of eminence in science who have visited it have pronounced it one of the best science buildings in the country possessed by an institution of college rank.

Carnegie Library.—The erection of a library was made possible by the gift of $54,000 by Mr. Andrew Carnegie in 1905. The building, completed in the following year, is 70 by 100 feet, of gray pressed brick and Bedford sandstone, is two stories in height, and much admired as a fine specimen of modern classic architecture. The basement contains an unpacking room, repair room, magazine room, stack room, and two lecture rooms. On the first floor are a large reading room, a periodical room, a reference room,

a cataloguing room, the librarian's office, and a stack room. The second floor contains five seminar rooms and a lecture room which will seat 200 people. The stack room and wall space of the reading and reference rooms will accommodate about 100,000 volumes. The library is provided with vaults, dust flues, speaking tubes, book elevators to seminar rooms, and all the devices of the best modern library construction. The stack room is fire-proof. The interior of the library is finished in quartered oak, and the furniture has been designed to correspond in quality and style with the interior.

Alexander Gymnasium.—This building was erected in 1901 and is named after Mr. L. M. Alexander, the principal donor. It is 100 by 75 feet and contains a large gymnasium room 100 by 50 feet, surrounded by a gallery which also serves as a running track. Besides this room there are two offices, an apparatus room, a trophy room, a small assembly room, locker rooms for men and women, measuring rooms, bath rooms for both sexes, a swimming pool, and a bowling alley. The building is modern in its appointments and well adapted to the purpose for which it was erected.

The Observatory.—The Observatory was erected in 1892 and was largely the gift of the citizens of Appleton. It is an excellent two-story building, devoted to the use of the astronomical and mathematical departments. It contains a large lecture room, transit, computation and library rooms. It is equipped with transit-circle, ten-inch telescope, spectroscope, chronograph, sidereal and mean time Howard clocks, and other valuable instruments. Throughout the school year, with the exception of the winter months, the Observatory is open to visitors each Wednesday evening from 8 to 10 o'clock. Special arrangements may be made with high schools or out of town parties.

Ormsby Hall.—Ormsby Hall, the gift in large part of the late D. G. Ormsby of Milwaukee, is a beautiful stone and brick building used as a dormitory for women. It was originally erected in 1889, but was rebuilt and enlarged in 1906. It is heated by steam, lighted by gas and electricity and is provided with all modern improvements and conveniences. It contains dormitory rooms sufficient to accommodate 130 women, large and beautiful parlors, rooms for the Dean of Women and her assistant teachers, hospital rooms, a very commodious dining room which will seat 175 persons, and other rooms usually found in such a structure.

Ormsby Annex.—This building adjoins Ormsby Hall and provides additional dormitory accommodations. It is heated by steam, lighted by electricity, and has all modern conveniences.

Brokaw Hall.—Brokaw Hall, named after the late Norman H. Brokaw, a former trustee of Lawrence, is an imposing stone building erected in 1910, and designed to serve as the head quarters of the Y. M. C. A. and as a dormitory for men. It is 145 feet long by 60 broad, with four stories and a basement. The building has a large lobby, 36 by 60 feet, an assembly hall capable of seating 300, a secretary's room, a reception room, a cafeteria and a dining room, rooms for the resident professor and for the matron, and dormitory rooms for 124 men. It is located on the west of the campus, is in the colonial style of architure, and cost with the site over $70,000. It is a fine addition to our college plant.

Peabody Hall.—Peabody Hall, the gift of the late George F. Peabody of Appleton, is a beautiful stone building which was erected in 1909. It is the administration

building of the Conservatory of Music and contains the offices, reception rooms, studios of the different professors, a lecture room, and a recital hall which will seat four hundred people. The building is well arranged, and well equipped with musical instruments.

Practice Building.—In 1906 the trustees purchased a commodious building for the Conservatory. Since the erection of Peabody Hall it is used as a practice building. It contains a large number of rooms and is well equipped with high grade pianos and other musical instruments. This building with Peabody Hall, described above, provides superior accommodations for the department of music.

Music Dormitories.—These are two commodious residences which are used as dormitories for women students in the department of music.

President's House.—An excellent residence has been erected on the college grounds for the use of the president.

Heating Plant.—The college owns a central heating plant by which the different buildings are heated.

Chapel.—Two years ago the students started a fund to erect a chapel as a memorial to the late Helen Fairfield Naylor. This was increased by friends of the institution and now amounts to $19,000. It is hoped by the end of the present college year enough money will be in hand to render the erection of this building possible.

LIBRARIES.

The College Library.—The library is housed in a building erected in 1906 by the generosity of Mr. Andrew Carnegie, and provides superior accommodations for library

work. It was endowed in 1850 by Mr. Samuel Appleton of Boston, Mass., who gave $10,000 for its support. By judicious investment this gift has been increased to about $20,000. The income from this fund and the money received from a student library fee, together with the profits of the college book store, are used in the maintenance of the library. Appropriations are also made occasionally from the general funds. The library is arranged according to the Dewey decimal classifications, contains over 28,000 books and 9,000 pamphlets, and has very complete subject and author card indexes. It is open throughout the day, including Saturday forenoons. The librarian and her assistants are always ready to render any possible assistance to inquirers. The use of the library is extended to persons in the city of Appleton who comply with certain necessary conditions. Free access to the shelves of the reference room is permitted.

The reading room is large and attractive and supplied with the best foreign and American periodicals.

The college especially solicits gifts of books, pamphlets, and scientific papers from the graduates of the institution and from its friends.

The Jones Memorial Latin Library.—This library is established in memory of the late Prof. Hiram A. Jones, who for forty-four years held the chair of Latin Language and Literature. It adjoins the Latin lecture room and is beautifully fitted up by the generosity of friends and former students. It contains about 1,200 volumes of reference works, and is open to advanced students of the Latin department.

Department Libraries are provided for most of the departments, especially those of mathematics, chemistry, physics, biology, and geology.

The Free Public Library of the city of Appleton, within three blocks of the college, is open to the use of students. It contains over 10,000 volumes.

MUSEUM.

The Museum is located on the fourth story of the Stephenson Hall of Science, where it has commodious accommodations. The collections are arranged with special reference to educational use, and are accessible to students. The natural history collection covers a wide range and is exceptionally complete, especially in the collections of corals, sponges, echinoderms, shells, birds, algae, fungi, lichens, mosses, and ferns, both native and foreign.

The herbarium comprises several thousand specimens, representing the flora of the state, various parts of the United States and foreign countries.

A valuable addition has been made this year to the herbarium by the gift of Mr. A. D. Ackerman of Appleton.

The mineralogical collection is especially fine and extended. It has many rare specimens secured by gift and purchase.

The paleontological collection is large and contains specimens representing the various geological horizons, some of which are very rare and valuable; those of the coal measures are especially fine and complete.

Some years ago the college purchased the extensive conchological collection of the late Dr. Henry Brown, which is one of the most extensive collections of the kind owned by any college in the United States. The anthropological collection contains a variety of relics and specimens obtained from various countries. The collection illustrative of the civilization of the Incas is especially complete. It

has been enriched from time to time by gifts of friends and alumni residing in various parts of the world, especially those in missionary fields. There is a special alcove set apart for the relics of American history which contains a number of valuable specimens.

The Museum has the nucleus of a collection of American curios, which it is desired may be increased by other donations.

NATURAL SCIENCE LABORATORIES AND EQUIPMENT.

The Chemical Laboratories.—The Chemical Department occupies the basement and first floors of the west half of the Stephenson Hall of Science.

On the basement floor is a laboratory for general inorganic chemistry fitted with desks and lockers for sixty-four students, each desk equipped with gas, water, and all needed apparatus for the first year course. Adjoining this laboratory and opening into it is a balance room, fitted with agate-bearing balances for use in general chemistry. The general supply room for the department opens into this laboratory. On this same floor are located an organic laboratory with desks for sixteen students; a room for organic combustions with combustion and bomb furnaces; a room for the fire assay of ors, and electrolytic analysis equipped with a gasoline assay furnace and electrolytic apparatus. Separated from the laboratories is a room for water, food, and gas analysis with adequate equipment for necessary work in these lines.

On the first floor are located the lecture room, especially well lighted and fitted with raised seats; a laboratory for analytical chemistry accommodating forty-eight students,

with an adjoining reference library room; a balance room containing among other balances several high grade chemical balances of the Staudinger and Becker types, a barometer, and a case filled with material for purpose of illustration in the lectures; a private laboratory for the instructor; a spectroscopic and polarimeter dark room containing a Kruss spectroscope, a Frick polarimeter and saccharimeter and other apparatus necessary for these lines of work. The Laboratories are provided with large hoods covering each section of desks all connected with a 60 inch steel plate electrically propelled fan for complete removal of fumes during work hours. The general equipment is adequate for special lecture demonstrations and the supply room is furnished with refined chemicals and apparatus for analytical, organic, or research work.

The Physical Laboratories.—The rooms available for the work in Physics are situated on the first and second floors of the Stephenson Hall of Science. The building stands on the north bluff of the Fox River, so that the lower floor is dry and well adapted for laboratory purposes. On this floor are a large laboratory, capable of accommodating twenty-five students at one time, a smaller laboratory, a constant temperature room, a dynamo and motor room which is also used as a laboratory, a large dark room, a storage battery room, a magnetic laboratory and a good shop.

On the second floor is situated a well furnished recitation room equipped with gas, electric light, water and steam supply, Colt projection lantern, curtains for darkening the room, etc. On this floor, too, are the office, photographic dark room, the photometry room, balance room, departmental library room, one large and two smaller laboratories and the apparatus room.

The department is well supplied with high grade apparatus from the shops of the leading manufacturers, both domestic and foreign.

The library is up to date, and additions are being made from time to time of those books which are most valuable for the student's work.

The Biological Laboratories.—The rooms of this department, which occupy the second floor of the science building, include a large and well equipped lecture room, office of the professor, dark room, store room, preparation room, culture room, histological laboratory, two large laboratories, and a department library. The tables and other furniture are of the most modern type. Each of the large laboratories contains a large aquarium. The department is equipped with a complete line of microscopic slides, lantern slides, projection microscopic stereopticon, opaque projection lantern, charts, models, compound and simple microscopes, of the best American and European makes, a full line of apparatus for histological, physiological and bacteriological work and demonstrations. Each student has his own desks and lockers, simple and compound microscopes, and other instruments and apparatus needed for individual work. Each of the laboratories is equipped with a complete line of reagents.

In addition to the laboratories there is a room with special heating and lighting for experimental plant physiology and the growth of material for class work.

The Museum contains a complete line of material illustrative of both invertebrate and vertebrate forms. The herbarium is large and comprehensive, both as to the range of territory covered and the number of species represented.

The Mineralogical Laboratory.—The Department of

Geology and Mineralogy is located on the second floor of the Stephenson Hall of Science. It includes an office for the professor, a lecture room, store room, and a large and a small laboratory. The lecture room is equipped with a stereopticon, maps and other illustrative apparatus. The laboratories are especially designed for the chemical and physical study of minerals, of which the department has an extensive equipment, including an excellent government collection. A state check list consisting of several thousand fossils representative of the Palaeontology of Wisconsin is at the disposal of the department, and an exceptionally large conchological collection is also available for study. The reference library receives the latest publications of the Wisconsin and National Geological Surveys.

MATHEMATICAL AND ENGINEERING EQUIPMENT.

The Observatory is used for instruction as well as observation, and is well equipped for the purpose. The department is provided with models, transits, levels, theodolite, plane table, surveyor's compass, sextants, current meter, aneroid and mercurial barometers, polar planimeter, rods, pickets, tapes, chains, drawing instruments, etc., and a good mathematical library.

For the purpose of studying Astronomy few institutions of equal rank have so complete an outfit open to students. The Observatory is fitted with a ten-inch equatorial and four-inch meridian transit by Clark, both lighted by electricity; three Howard clocks, a mean time, a sideral and an electrical; sideral chronometer, chronograph, polarizing helioscope, position micrometer, spectroscopes, a standard barometer, together with many smaller instruments.

ADMINISTRATION AND ORGANIZATION

PURPOSE.

Lawrence enjoys the reputation of being a high grade college. The end sought in its work is not specialization and the training of the investigator, but general culture. The effort is made to impart information, give thorough discipline, and develop correct habits of observation and reflection. It is not intended to prepare men for any of the special occupations and professions, but to make them ready to enter upon professional courses by affording a good general education and careful preliminary training.

IDEALS.

The ideal entertained by the founders of the institution is the development of manly and womanly character, based on a true estimate of moral values and a proper appreciation of religious motives. No attempt is made to influence denominational preferences or impart sectarian tenets. The charter especially provides that "no religious tests shall ever be exacted of trustees, teachers, or students;" but while free from sectarian bias, the instruction exalts those great religious ideals and conceptions which have proved the most potent factors in the development of the highest type of Christian manhood and womanhood. The college does not consider that its work is simply to train the intellectual faculties; but believes that it should with this, both develop the moral character and cultivate

the spiritual life. It seeks to prepare men not simply for business success, but for "complete living,"—for all the responsibilities that life in society may bring.

GOVERNMENT.

The discipline of the institution is administered with firmness and impartiality. It aims to develop self-control, manliness and womanliness, and a generous public spirit; to induce such a high moral sentiment as will be in itself a powerful governing force in the school community.

Every student admitted to college is expected to obey its rules and regulations; to conduct himself with propriety; to be diligent in study, respectful to the faculty, courteous to his fellow students, law-abiding in the community. Students found guilty of disorderly conduct or low vices of any kind, will be subject to such discipline as the faculty may deem the case merits. Hazing in all forms is strictly forbidden on penalty of expulsion. In minor offences admonition on the part of the authorities is often sufficient, but suspension and expulsion are resorted to when this is found ineffective.

Students whose conduct proves them to be at variance with the methods and spirit of the college, or who do not attain a satisfactory standing in their classes may for the obvious good of the school, be dropped, even though no specific offense meriting expulsion or suspension be charged against them.

While impertinent informers will not be encouraged, it is expected that when young persons are exposing themselves to permanent harm, high-minded students will be governed by the dictates of conscience and common sense, rather than by any false sense of honor, in the disclosure of facts. In case of injury to persons or property, or of gross

immorality, the same principle will be observed respecting the requiring of testimony as prevails elsewhere in civil society.

At Ormsby Hall and at Brokaw Hall a system of self-government based on the honor of the student prevails. Authority is vested in a central committee of nine, assisted by a number of proctors in each building. This council receives complaints and pronounces judgment such as in its opinion the case merits. Certain matters are reserved to the Deans for determination.

STUDENT COUNCIL.

A student council, composed of representatives of the four college classes, has charge of certain matters of discipline, such as the enforcement of the honor system in examinations, and such other matters as are presented to it by the faculty. It has also under its supervision, the management of "All-College Day," one of the most important events in the entire year. This is a day set apart early in the year on which the Sophomore and Freshmen classes test their comparative strength in athletic contests. The student council serves as an agency by which the student sentiment may be expressed to the management of the college, and through which the plans and desires of the authorities may be conveyed to the students.

LEAVE OF ABSENCE.

A student who desires to be absent from the city during term time should apply to the president for permission and unless the circumstances of the case render it impracticable, such permission must be obtained before the student's departure. Absence from classes thus occasioned will be

excused only when a leave of absence has been properly secured.

MORAL AND RELIGIOUS LIFE.

Lawrence is a Christian, not a sectarian college. The trustees and teachers represent different denominations. Students are affiliated with all churches, including Jewish and Roman Catholics. The religious life of the institution is on the broad basis of Christian fellowship without reference to denomination or creed. Membership in the student Christian organizations is conditioned only by Christian character. Officers in these associations are chosen solely for the qualities of Christian leadership which they possess.

Lawrence is a Christian community. About eighty per cent of the students are professing Christians. There are twice as many religious services at Lawrence each week as the average church offers its constituency. The intellectual, social, and athletic activities are dominated by the Christian spirit. The religious life is the most vital factor of the institution. There is perhaps no college where the religious tone is higher.

From the first day until the end of the college course *the religious helps are many and constant.*

1. New students are welcomed at incoming trains by reception committees of the Young Men's and Young Women's Christian Associations, and in every way that kindly courtesy can suggest the opening days are made pleasant for the newcomers.

2. There is a daily chapel service throughout the year. Since it is a matter of common experience that there is need of more or less stimulus for regularity at religious services when under the constant stress of class prepara-

tion, chapel attendance is required of all students. Ten absences are permitted each semester.

3. Students are required to attend at least one preaching service each Sunday. Every student indicates at the beginning of the year the church preferred. He is expected to attend that church regularly.

4. Prayer meetings are conducted by the president on Wednesday evening of each week.

5. College vespers are held in the chapel one Sunday afternoon of each month. The service is distinctly collegiate in character and spirit, the aim being to combine dignity, simplicity, and spirituality.

6. The Christian Student Associations conduct devotional services for men and women simultaneously at 6:30 o'clock Sunday evenings. These meetings are wholesomely attractive. In them the right living and high thinking of the college community crystallize.

7. Special religious services under the auspices of the college or the Christian associations are frequently held.

8. Some of the best religious work of the institution has been accomplished through prayer circles maintained for a part of each year among congenial groups of students.

9. From fifteen to twenty Devotional Bible Classes, open to all students, are conducted throughout the year by the Christian associations.

10. A missionary reading and lecture course, and missionary meetings at the Christian associations offer inspiring views of world-wide Christianity.

11. All teaching at Lawrence is from the Christian point of view, a most important consideration, since the character of the instructor is a great factor in education.

12. Lawrence offers an exceptionally large number of

optional courses in the Bible and religion. These courses are presented not from the standpoint of a theological school, but as essential factors in the liberal culture of twentieth century men and women.

SOCIAL LIFE.

Special care is taken to make the social life of the college helpful and interesting. Indeed, it is recognized that this is a valuable part of a student's training. Many persons count their college acquaintances and enjoyments as among the most valuable features of college life. The social events are largely in the hands of the students, and are held under the auspices of the college classes, and the various organizations of the college. The Y. M. C. A. and the Y. W. C. A. give occasional receptions, as do the literary societies. The fraternities and sororities are social organiations highly regarded by the students. A wholesome social atmostphere pervades the institution, and college life at Lawrence is enjoyable, as well as intellectually advantageous.

ATHLETICS AND PHYSICAL EDUCATION.

Especial attention is paid to the health of students. All Freshmen and Sophomores are required to take work in Physical Education under competent instructors for men and women. Soon after the students enter they are subjected to a careful physical examination and exercises in the gymnasium are prescribed especially appropriate to their needs. The taking of physical exercise on the part of all students is encouraged and the gymnasium is open from 9:00 A. M. and the director or his assistant is in attendance to render service or advice. Various games are organized, and students divided into teams to contend in

them. Outdoor sports are encouraged. Teams for football, base ball, tennis, track and other field athletics are regularly organized. While the emphasis is not so much on the production of expert teams as the cultivation among the students of a love of outdoor life and sport, the students have been exceptionally successful in their athletic contests with other colleges. The athletics of the colleges is under the management of an athletic board with faculty representatives, and this is subject to the Faculty Committee on Athletics. A gymnasium fee is required of each student which gives him the use of a private locker, a physical examination, and all the privileges of the gymnasium. Students who are below grade in more than one course cannot compete in any intercollegiate contest and students who are below in more than two courses must drop out of all athletic teams until their work has been made up.

LIVING EXPENSES.

Living Expenses for Men.—A new dormitory, named Brokaw Hall, has just been erected by the trustees at a large expense, and is one of the most beautiful and complete buildings of the kind in the middle West. It provides rooms for 120 men, and has boarding accommodations for a much larger number. The hall is in charge of a competent Matron who looks after its management and the welfare of the residents. Applications for admission should be made early to the office, and should be accompanied by a deposit of $10.00 without which no room will be reserved. In case a deposit is made and the student notifies the Matron before Aug. 15th that he wishes his room engagement canceled, the deposit is returned but in no case thereafter. *Students who leave the Hall before the close of the semester will be required to pay for the room*

until the end of the semester unless they leave under a physicians orders by reason of sickness.

The building is heated by steam and lighted by electricity. Rooms are furnished with cot beds, mattresses, table, chairs, bureaus; but towels, sheets and pillows cases, and napkins are provided by the student as are also the room decorations. Students are not permitted to drive nails, tacks, or brads into the walls or wood work and will be fined fifty cents for each violation, the fine being deducted from the deposit money. Students will also be charged with all breakage due to their own carelessness.

Rooms in the Hall (including heat, light, washing of towels, napkins and bed linen not to exceed six pieces each week) are from $16 to $27 per semester, according to the room taken; seventy-five cents extra will be charged students who room alone. Table board is $3.00 per week. Reductions are not made for absences less than one week. Students not rooming in the Hall may obtain board at the regular rates. It is probable that a cafeteria plan will also be introduced. Students must pay at regular rates for all washing in addition to the six pieces mentioned above.

Payment for rooms is made at the beginning and middle of each semester, and for board on the first Tuesday or Wednesday of each month; after ten days an extra charge of $1.00 per week will be made so long as the bill remains unpaid, unless special permission has been made for exceptional reasons to postpone payment.

An average estimate of living expense of men who live in Brokaw Hall is $140 a year for room and board.

This estimate does not include tuition, incidental fees, books or personal expenses. A student can room in Brokaw Hall and pay his entrance fees, books, room and board for $200 a year.

Some students secure rooms in the city and board themselves, reducing their living expenses to below $100 a year. There are accommodations for about seventy men in the fraternity houses.

Living Expenses for Women.—The women students live and board in Ormsby Hall, in the Ormsby Annex. or in other dormitories. The Hall is in charge of a competent Matron and a Dean, who carefully consider the needs of the residents. Applications for admission should be made early, and should be accompanied with a deposit of $5.00, without which no room will be reserved. If a room is engaged and the Matron is notified to cancel it before August 15 the deposit fee will be returned, but in no case if the notification is received after this date. *Students who are permitted to leave the Hall before the close of the semester will be required to pay the room rent till the end of the semester.*

Payment for room is made at the beginning and middle of each semester. Board must be paid on the first Tuesday or Wednesday of each month; after ten days an extra charge of $1.00 per week will be made as long as the bill remains unpaid, unless special arrangements have been made to postpone payment. The buildings furnish accommodations for about one hundred and seventy women. The buildings are heated by steam, lighted by gas and electricity, and have all the modern improvements. Rooms are furnished with bedsteads, springs, wool mattresses, table, chairs, bureaus, washstand, mirror, bowl, and pitcher. Other articles students will provide for themselves. The floors are oiled or painted and may be so used, unless the student prefers a rug or carpet. Rooms in the Hall (including heating, light, washing of towels, napkins,

and bed linen not to exceed six pieces) are from $16 to $27 per semester, according to the room taken; seventy-five cents per week will be charged extra for students who room alone. Table board is $3.00 per week. Reductions are not made for absences less than one week in extent. Women from abroad are required to board in the dormitories, unless for *adequate reasons,* at the request of their parents or their guardians, they are excused to board elsewhere. Occupants of rooms will be required to pay promptly for any damages. Students must pay for all laundry, except napkin, towels, and bed linen not to exceed six pieces per week. It is requested that all linen be plainly marked.

An average estimate of living expenses for women who board and room in Ormsby Hall with heating, lighting, and washing included, is $70 per semester. Students who board themselves reduce their expenses for board to below $100 per year.

These estimates do not include tuition, incidentals, or personal expenses.

SELF HELP.

The college seeks in every way to assist students of limited means to secure an education, and is able to give employment to a few in taking care of the buildings and grounds. The number who can be thus assisted is, however, very limited. There is opportunity for many more to find work in the city, and many of the men students can earn their expenses wholly or in part in this way. They are employed in various occupations and trades, such as bookkeepers, stenographers, clerks and watchmen in stores; janitors of churches, offices, and public buildings; helpers about private dwellings; chore boys, waiters at clubs and hotels; delivery men, collectors, agents, teachers, type-

writers, and so forth. It is seldom that an energetic and faithful young man fails to find work. The faculty has a committee from its number which seeks to find employment for students, and the Y. M. C. A. also endeavors to perform the same service through its employment bureau. Remunerative work, however, can seldom be arranged for in advance of the student's arrival, as few men wish to employ students without seeing them personally. As the student becomes better known his chances for self-help are increased, and, if he be a good worker and faithful, assured. No student, however, should endeavor to carry his studies and pay his own way, unless it is absolutely necessary, as it is an interference with the best school work and is besides a physical strain.

LOAN FUNDS.

There is a small fund, the gift of several benefactors, which can be loaned to such young men as the President may deem most worthy.

Mr. D. G. Ormsby left a fund which his widow substantially increased since his death, from which $50 a year is loaned to any young woman in the College of Liberal Arts who needs assistance. The loans are made on non-interest bearing notes with indorser, and are to be paid at such a time as is agreed upon.

The Educational Society of the Methodist Episcopal Church makes an annual appropriation to Lawrence of from $2,000 to $2,500, which the college can loan to needy students who are members of that denomination. Loans are made in varying sums, according to the needs of the individual and the number of applicants. Students can usually secure from $50 to $100 a year. The loans are without interest and do not become due until two years after

the student leaves college. Additional funds to assist needy students are much desired. The attention of the benevolent is called to this opportunity to help aspiring and worthy young men and women.

SCHOLARSHIPS.

1. No tuition will be charged any student owning a Perpetual Scholarship, or any student presenting a written order from the owner of such a scholarship authorizing its use by said student. In the use of a scholarship, however, it is always to be understood that the scholarship is to be presented; and further, if the scholarship has passed from the hands of the original owner, said scholarship must show the transfer properly endorsed. The use of a scholarship cannot be sold by the owner, and can only be assigned to the student as a free gift. This does not refer to scholarships offered by the college as prizes, but to scholarships which were formerly sold by the trustees to increase endowment.

2. Lyman A. Jones Scholarship—the income of $1,000.

3. Samuel A. Jones Scholarship—the income of $2,000.

4. Tuition Scholarships—limited in number but providing free tuition, at the discretion of the President.

5. McMullen Scholarship.—This scholarship was founded by John C. McMullen of Oakland, Cal., a member of the class of 1880. It is bestowed "at the discretion of the President upon any worthy student having promise of future usefulness, and who is studying in either the department of mathematics, science, or philosophy." The income of the endowment of this scholarship amounts to about $75 a year.

6. Helen Fairfield Naylor Scholarship.—This scholarship was founded by Mrs. Naylor's last earnings before she

was married. In view of its source the scholarship will be annually awarded to students (preferably Juniors) who have exceptional records for character and scholarship and who are at least partially dependent upon their own resources in securing an education. It is hoped that all recipients will become Mrs. Naylor's co-helpers of future worthy students by returning to the fund within a few years after leaving Lawrence, the amount which they have received. The original endowment of $1,000 may thus be increased from year to year and the number of students helped be multiplied. The awarding of this scholarship will be made by the president of the college and the professor of Biblical Literature.

7. The University of Wisconsin has granted the faculty of Lawrence College the right to nominate one scholar each year for graduate work. The income of this scholarship is $225.

8. The Rhodes Scholarship.—This scholarship is granted the colleges of Wisconsin, and is obtained by competitive examinations. Any male student not less than nineteen, nor more than twenty-four years of age may take the examinations. The papers are examined at Oxford, and from the successful candidates, one is chosen by a Wisconsin state committee. This scholarship is worth $1,500 a year, and is for three years.

9. Freshman Scholarships.—Three scholarships of $100 each will be awarded to freshmen on the basis of a competitive examination, held a few days after the opening of the fall semester, in the high school subjects of English, Latin, and Mathematics. These scholarships are called the Norman Brokaw scholarship, the F. E. Saecker scholarship, and the Lawrence scholarship. All students regularly matriculated in the college as freshmen without entrance

conditions, and enrolled as members of the classes in the above subjects, will be eligible to participate in the competition. The successful candidates are to continue to be acceptable in character and demeanor and to maintain their high class standing throughout the year, under penalty of forefeiting their scholarships.

PRIZES.

Annual Prizes have been established in this institution as follows:

1. The Lewis Prize.—This prize, founded in 1865, by Governor J. T. Lewis, is bestowed upon the student making the best record in scholarship and deportment during the year. This is open to students in the department of Liberal Arts.

2. The President's Prize.—This prize is for excellence in declamation, and is open to Juniors and Sophomores.

3. The College Prize.—This prize is for excellence in oratory, open to members of the Junior class. All orations must be handed in by the first week in January.

4. The Tichenor Prize.—This prize, founded by Charles I. Tichenor, A. M. of Kansas City, Missouri, is the interest on $1,000 invested for that purpose. This interest is divided so as to make a first and a second prize. The prize is awarded by competitive examination in English Literature, and is open to all Sophomores. The courses upon which the examination will be based are those in Shakespeare, Milton, the Novel, 18th Century Literature, and 19th Century Literature.

5. The Hicks Prize.—This prize is awarded to that member of the Sophomore class who shall write the best English composition. This prize was established by Hon. John Hicks, of Oshkosh.

6. Two prizes for work in Latin: (a) The McNaughton Prize, given by John McNaughton, is awarded to the student who shall attain the highest proficiency in the work of the Sophomore year; (b) The Peabody Prize, given by George F. Peabody and now endowed by Mrs. Emma Peabody Harper in honor of her father, is awarded to the student who shall attain second rank in the work of the Sophomore year.

7. The Vaughan Prize.—This prize is offered for the best essay of 2,000 words on the subject, The Importance of Foreign Missions to the Home Church. This prize is given by Prof. J. G. Vaughan D. D. of the department of Comparative Religions and Missions.

STUDENT ORGANIZATIONS.

Literary Societies.—There are four literary societies connected with the institution, viz: the Philalathean and Phoenix for men; the Athena and Lawrean for women. The societies are in a prosperous condition, and most of the students avail themselves of the advantages offered. The halls are provided by the University, but are well furnished through the liberality of the members and friends. The societies meet every week for literary and oratorical improvement, and occasionally give public and literary entertainments.

Fraternities and Sororities.—There are four fraternities and four sororities connected with the college. The fraternities are well located in private houses—either owned or rented—and all have members of the faculty associated with them as honorary members. The sororities are strong and hold their sessions within the women's halls. Both associations are important factors in the social life of the college.

College Club.—At the beginning of the fall semester, 1904, an organization was perfected which unites the Athletic Association, the Oratorical and Debating League and the Lawrentian Publishing Association, and which is known as the College Club. The object of this club is to "unite the students, faculty, alumni and friends of the college in the support and management of athletics, oratory and debate, and the Lawrentian, and to extend the influence of Lawrence College." Any student, alumnus, member of the faculty or friend of the college may become a member of the College Club, and membership is necessary to make one eligible to hold office or have a part in the management of any of the activities enumerated as coming under the club's jurisdiction. Separate boards of control are elected by the club, which have immediate control and supervision of each of these interests.

The Board of Control of Athletics consists of eleven members, representing each phase of the club membership. All athletic activities, such as football, basketball, baseball, Pentathlon and track and field events are conducted by this board. This work is carried on in connection with the regular required courses in Physical Training.

The Board of Control of Oratory and Debate is similar in its organization, to the Athletic Board, and has "full charge and supervision of the oratorical and debating interests of the college." It provides for the carrying out of the regulations of the Wisconsin Intercollegiate Oratorical Association, and arranges for all preliminary and intercollegiate oratorical contests and debates which are a regular feature of the life of the college, and in connection with the forensic department of the college, aims to promote a keen interest in the art of public speaking.

The Board of Control of the Lawrentian consists of ten student members of the club which constitute the editorial staff. This board has full charge and supervision of the financial and literary policies of the Lawrentian.

Language Clubs.—1. A German club has been organized under the direction of the Department of Modern Languages, and has been productive of most satisfactory results. Conversation in German is expected of all the members and German literary programs are rendered.

2. The Modern Language Department has also organized a Cercle Francais for those desiring more practice in speaking French, than is possible in the class room.

3. A Latin club is conducted under the auspices of the Latin department and aims to promote an interest in the life, literature, and antiquities of the Romans. The programs rendered are miscellaneous in character, consisting of papers, Latin dialogues, Latin recitations, Latin songs, and translations from the Latin into English prose and verse.

Chemistry Club.—A Chemistry club has been organized for the purpose of acquainting the students with the latest investigations in Chemistry and stimulating interest in this branch of science. Meetings are held on the first and third Thursday evening of each month. Special topics are prepared by the students, and magazines and reports of Chemical societies reviewed.

The Preachers' Club.—The President of the college meets weekly young men who expect to enter the ministry and discusses with them sermonizing, pastoral work, the best books which appear, and other matters relating to their intended calling.

The Philosophical Club.—This in an organization of members of the faculty, citizens, and students. It meets monthly, when a paper is read and a general discussion is held. The aim is to arouse interest in philosophic themes and to keep the members informed on the latest developments in philosophic thought.

Physics Club.—The purpose of this organiation is to stimulate interest in the work of the department by keeping its members in touch with the development which is so rapidly taking place both in the science itself and in the application of its principles to the commercial problems of the day.

Papers are presented and talks given by students in the department. Questions and discussions are encouraged. Occasionally a man who is a spcialist in his chosen line—manufacturing, teaching or engineering is secured for one or more addresses.

Musical Organizations.—There are several musical organizations, such as the Glee Clubs, Quartettes, the College Band, and the Mandolin Club, which are under the supervision of the faculty of the Department of Music, The musical director must be informed of all trips and public performances planned by any of these organizations, and consent must be obtained before arrangements are completed. Under no circumstances will concert dates be allowed to conflict with examinations or to interrupt the regular literary work of the students. Those who are found deficient in their studies will not be permitted to continue their connection with any of these organizations.

PUBLICATIONS.

The Lawrentian is published by the College Club. The

editorial staff is composed of members of the four college classes, and the paper forms a leading feature of the literary and social life of the college.

The Ariel.—The Ariel, a publication of about two hundred pages, profusely illustrated, issued yearly by the Junior class, is a spicy account of the events of the year at Lawrence.

The Lawrence Bulletin.—The Lawrence Bulletin is published by the college, monthly, and is intended to discuss topics of interest to the friends of the college and educational questions of importance to the general public. It contains items of college news, represents the work of the departments, and sets forth the plans and aims of the college management. It will be sent gratis to anyone upon application.

The College Catalogue.—The college publishes a yearly Catalogue in which a full description of the work of the institution is printed. The Catalogue is sent free on application.

The Alumni Record.—An Alumni Record is published which has much historical matter and a biography of each alumnus. The cost of this publication is one dollar.

The Lawrence Latinist.—This is a publication issued by students in the department of Latin. It is published irregularly each year and contains Latin poems and compositions by students, translations, and information of value to students of the Latin Language and literature.

TEACHERS' BUREAU.

Four years ago a bureau was established to assist former graduates and students about to graduate, in securing posi-

tions as teachers in colleges, academies, and in the public schools. Its work has been eminently satisfactory, and many persons have found excellent positions through its agency. A careful investigation is made concerning vacancies, and candidates are placed before the appointing authorities with full information and recommendations. It has been difficult to supply the applications which have come in for teachers, especially in science and mathematics. Interested persons should address Prof. J. H. Farley, secretary.

EXTENSION LECTURES.

The professors of most of the departments are prepared to give single or course lectures upon subjects connected with their departments. Several of them have also popular lectures on general themes. These lectures are not technical but are designed for general audiences. They are especially adapted for high schools, and the attention of principals is called to this fact. Several professors are in demand for high school commencements, and are ready to accept invitations for such occasions. A small charge is made for this work. Persons interested may address the president, who will send a list of speakers together with their subjects and terms, as well as other information which may be desired.

PUBLIC LECTURES.

Various public addresses and lectures, single or in courses, are delivered before the students each year. Opportunity is thus afforded to hear many of the ablest public men of the time. Members of the faculty also occasionally deliver public lectures, which are open to the student body as well as members of their classes. During the past year the following eminent speakers addressed the stu-

dents: Charles Seymour, of New York; Prof. Thomas G. Trueblood, of the University of Michigan; Hon. C. P. Cary, Superintendent of Public Instruction; Rt. Rev. C. C. Grafton, of Fond du Lac, and Rev. Henry Colman, D. D.

There are two excellent lecture courses each year in the city for which the best talent in the country is engaged, and which are attended largely by students. There are also two exceptionally strong musical courses in which the greatest artists appear. The Conservatory of Music has a course of musical entertainments and concerts for which the most celebrated musicians of the country are secured.

ALUMNI ORGANIZATION.

The alumni of the college are organized in a general society which elects its officers at its annual meeting during Commencement week. There is also a state organization which meets annually, usually holding a banquet during the session of the Wisconsin State Teachers' Association. There are also alumni organizations in New York and in Chicago.

CLASS OFFICERS.

Every student is under the supervision of some professor appointed by the President to act as his class officer. There is one or more such officers over each class, and those appointed continue with the class until it graduates, except that all Freshmen come under the supervision of the President. The class officers watch the work of the students under their charge, receive reports from their teachers, and make a statement of the same to the President at the end of each semester, and to the students' parents or guardians when desired. The class officer is always available for conference in all that relates to the school work

of the student, or other matters on which he may wish help or advice. Teachers report to him concerning deficiency or failure on the part of the individual student, not only at the end of the semester, but whenever a student needs stimulation in his work. The class officers for the year 1911-12 are: Freshman, President Plantz, Professors Naylor, Wright, Fairfield; Sophomores, Professors Lymer and Youtz; Juniors, Professor Farley; Seniors, Professor Trever.

COLLEGE OF LIBERAL ARTS

General Regulations

THE COLLEGE YEAR.

The college year is divided into two semesters of eighteen weeks each. The first semester opens on the second Wednesday in September; the second semester begins on the last Wednesday of January. The studies of the college have been so arranged that students can begin their course with the second semester; but persons wishing to enter at this time should come to Appleton not later than the last Tuesday in January, as the recitations begin Thursday morning, and all arrangements for books, etc., as well as registration, must be made before that time.

There are two regular recesses during the college year, one at Christmas and one during the latter part of March. The Christmas vacation begins the Wednesday noon before Christmas; recitations are resumed Thursday, January 4, at 8 o'clock. There is no recess between the first and second semesters.

REGISTRATION.

Registration occurs on the first Tuesday and Wednesday of each semester. The student presents himself first to his class officer for advice and assistance in the selection of his studies. He then takes the two cards made out by the class officer to the college office and pays his semester's dues. One card containing his name, address and other information is left at the office; the other, after having been countersigned by the Registrar, must be presented to the different

teachers for their signature before he can be admitted to their classes. When the signatures of the professors have been secured, the card must be at once returned to the Registrar. If the student does not thus return his card within ten days of the time of registration, he will be fined $1.00. Students who neglect to register before 9 A. M. Thursday morning will be charged $2.00 and will be marked absent from all recitations missed in each class which they subsequently enter. In registering the student will leave with the Registrar a list of credits from such secondary schools or colleges as he may have attended.

LIMITS OF WORK ALLOWED.

Students doing full work are expected to take sixteen hours each semester. They are not permitted to take less than fourteen or more than seventeen hours without special permission. No permission is given any student for more than seventeen hours the first semester he is enrolled, nor subsequently unless his average standing during the preceding semester is A. An exception is made in the case of Juniors and Seniors who are behind their respective classes, the former being permitted at the discretion of the faculty, two hours extra per semester, and the latter being granted such work as the faculty may determine. Special students may take such work as may be arranged for with the President.

FEES.

Expenses have been reduced to the lowest possible amount for the advantages offered, and cover but a minor part of the cost to the institution of the student's instruction. The regular charges per semester are as follows:

Tuition	$ 3.00
Incidental fee	20.00

Graduating fee	10.00
Library fee	1.00
Gymnasium fee	1.50
Examinations at other than regular times	1.00
Physics	3.00
Chemistry	5.00
Biology	3.00
Botany	3.00
Geology	1.00
Mineralogy	3.00
Physiology	2.00
Surveying	2.00
Astronomy	2.00

Students taking more than seventeen hours work per week will be charged one dollar and fifty cents for every additional hour. Students taking less than regular work are charged one dollar and seventy-five cents per hour.

Students doing work *in absentia* will be required to pay seventy-five cents for every hour of work taken.

All bills *must be settled in advance,* and when for any cause they are not paid within the first three weeks $1.00 extra per week will be charged.

No bills are made out for less than half a semester, and then only when the student does not expect to remain through the semester. College students absent for a semester or part of a semester and still continuing with their classes will be charged the regular semester fees.

Students' bills are two dollars more when they enter after the regular registration days.

No student can have an honorable dismissal, or certificate of progress in his studies, until his bills are paid or payment thereof guaranteed.

No money will be refunded to a student who leaves before the close of the semester. An exception to this rule is made in the case of a student who is excused from his

classes during the first half of the semester on account of his own illness. In this case, the student will pay for the time of actual enrollment at the rate of $3.00 a week, and the fee for the remainder of the term will be refunded.

ATTENDANCE.

Every student is expected to be in his place from the first day of the semester until the close of the examinations. Students who are not present at recitations during the twenty-four hours preceding and twenty-four hours following the Thanksgiving, Christmas, and Easter recesses, will be marked, unless excused, three absences for each recitation missed.

For each absence in any subject up to one-tenth of the regular recitation periods, deductions are made from the final grade of the students as made up from the daily standing and final examination as follows: One-half per cent for 4 or 5 hour, one per cent for 2 or 3 hour, and one and one-half per cent for one hour studies. For each absence in excess of one-tenth of the recitations, twice the above schedule of deductions is made. A student may raise his grade for any day's absence by making up work thus missed because of necessary absence by previous arrangement with the instructor. The making up of work, though strongly urged, is not in any way to be understood as modifying the above percentage of deductions. In case of prolonged and unavoidable absence the faculty may, on petition, vary the rule. If a student is tardy at any exercise he will be so marked in the instructor's record book, and three such tardy marks in a given subject will be recorded as one absence in that subject. When a student is absent from a test or examination, no grade will be given him until the test or examination has been taken, and for this he must

pay a fee of $1.00, unless he can show he was detained by sickness.

Teachers are to report all students who are absent one-tenth of the recitations of a course to the President as soon as that number shall have been reached.

If a student drops a class without permission from his officer, he will be reported "failed" in that study. A permit to drop a study must be presented within two weeks after it is granted.

Absence from chapel is treated the same as absence from recitations. Each student may be absent from chapel ten times each semester, and from church four times. For absences in excess of this allowance his grade is reduced as follows: for every five absences or fractional part thereof the registrar will deduct one-half hour credit from the semester's credits of the delinquent student.

Excuse for absences can be obtained only from the President, or in his absence from the Dean.

Excuses will be given for serious sickness, but rarely for other reasons. Members of Musical Clubs and Athletic teams will be excused for absence incurred in filling out-of-town engagements permitted by the faculty.

When a student is in a physical condition such that his physician sends a statement to the faculty that he should be excused from taking an examination, he will be excused when his daily standing averages B or above. In this case he will graded on his monthly averages.

EXAMINATIONS.

Written examinations in all courses are held at the close of each semester. Three hours are given for all four and five-hour courses, and an hour and a half for all two and three-hour courses. Students who are "conditioned"

in the work of any course are entitled to one delinquent examination for the purpose of removing the condition. Such examinations are held the second and ninth Saturdays of each semester. Students who "fail" in any course lose all credit in it, and if it be a required study must take it again in class. A student who fails to remove his condition within ten weeks after the opening of the semester following that in which it was incurred, will be counted as having failed in that course. A student who, by special permission of the faculty, is given the privilege of taking an examination at any other time than as specified above must first pay the registrar a fee of $1.00. Only when the receipt for such payment is shown the instructor is he permitted to give such special examination.

HONOR SYSTEM.

All written examinations, whether quizzes or finals, are conducted under the Honor System. At the close of the examination the student signs his name to the following declaration: "I hereby assert on my honor that in writing this examination I have neither given aid of any kind, nor received aid from any source." The administration of the Honor System is in the hands of the students. It is the recognized rule of the student body that every person is to report to the student council any irregularity, or evidence of dishonesty he may have observed during the period of the examination. The committee carefully weighs the evidence submitted and makes such additional investigation as it deems necessary. When it finds a student guilty of dishonesty it reports the fact to the faculty with a recommendation of punishment.

THE GRADING SYSTEM.

In determining a student's rank, the combined marks of daily recitations, quizzes, articles and reports count as two-thirds, and the final examination as one-third in the standing for the semester. Students whose average daily grade is below 60 are not permitted to take final examinations. In case, however, a student has been permitted by the faculty to be absent from regular recitations for any sufficient cause his grade may be determined by examination alone.

The following is the system of grade:

A.....90-100	D Incomplete
B.....80-90	E (Conditioned) 60-70
C.....70-80	F (Failed) below 60

The word D signifies that the grade is withheld since the work of the course has not been fully completed. Unless the work is brought up and a grade reported within ten weeks of the beginning of the next semester the student is of daily recitations, quizes, articles and reports count as in college, the grade becomes E, and is so recorded.

E signifies a condition. The student who has a condition must pass a second examination in the subject to obtain credit. He may pass this examination at any of the regular examination periods during the next semester here in college. Otherwise E is changed to F.

F signifies failure, the student receiving no credit for the course. If it is a required study he must take it again in class. If it is an elective he must either take it again or take some other course in its place. Students who receive F will in no case be permitted to take another examination. Absence from quizzes or examinations, unless excused, is equivalent to F. At the end of the first half of each semes-

ter students who have received a mark of less than C in their daily work will receive a notification from the registrar.

Teachers are required to report at the first faculty meeting each month all students in their classes whose grade is below C.

A student who, during his first semester of residence, does not receive at least C in one-third of his hours is dropped from the college.

When a student after his first semester has been marked F in one study, or has been conditioned in two or more studies, he is regarded as on *probation,* and his parents or guardians are so notified.

When a student has been on probation two semesters in succession, he must pass the following semester in all his hours or he will be dropped from the college.

When a student has been marked F in two or more studies, the President may forbid his return to the college.

Members of the Senior class are required to make up all deficiencies before the tenth week of their last semester.

REPORTS.

Each teacher reports monthly to the President, on blanks prepared for the purpose, the standing of each student in his classes, together with the number of his absences. When a student is falling behind in his work he is notified and counseled to bring up his standing. If the failure continues two months in succession his parents or guardians are notified.

A report of the grades of each student is sent to his parents or guardian at the close of each semester. Reports are also sent to the Principal of the high school from which the student comes during the first year of his residence at

college. Special reports will be given at any time on request.

CONSULTATION HOURS.

In order to be as helpful to student as possible each teacher has two or more consultation hours each week, at which time he will be pleased to meet students and talk with them about the work they are doing in his department, or any other matters on which they may wish his counsel. Students are urged to avail themselves of this privilege, since thus they can come to know their instructors more intimately and receive from them assistance of much value. Perhaps nothing is more beneficial in college life than the student's contact with teachers of wide learning and high ideals of moral and religious character.

HONORS IN SCHOLARSHIP.

Honors in scholarship may be obtained by special excellence in the work of the course, and by special work and high grades in a particular department. The names of students who receive honors are published in the annual catalogue.

Honor Standings. Honor standings are awarded at the close of each academic year, according to the following provisions: at the close of the Freshman, Sophomore, and Junior years *high honors* are given those who have attained the grade of A in at least eighty per cent of their hours and who have not fallen below B in any course. *Honors* are given to those who have attained a grade of A in at least sixty per cent of their hours and have not fallen below B in any course.

Seniors will be graduated with the honors *cum laude, magna cum laude,* and *summa cum laude.* Students, who during their Sophomore, Junior and Senior years, have

maintained a grade of A in not less than fifty per cent of their courses and who have not fallen below B in more than two per cent, will be graduated *cum laude.* Students who during the last three years of their college work, have maintained a grade of A in two-thirds of their courses and have not fallen below B in any course, will be awarded *magna cum laude.* The distinction of *summa cum laude* is reserved for very unusual excellence and cannot be awarded if a student has fallen below A in more than ten per cent of his courses during the last three years of his work. It is bestowed by a special vote of the faculty.

Departmental Honors. Departmental honors will be granted under the following conditions:

1. All candidates for honors must notify the head of the department in which they desire honors, by the time they have completed the required work in that department.

2. No person can become a candidate for honors in two departments, except by vote of the faculty.

3. All candidates for honors must be candidates for a degree and be in full standing with their classes.

4. Candidates must not fall below the grade of B in more than fifteen hours and must obtain a grade of A in the department in which honors are sought.

5. Candidates must do their major work in the department in which they apply for honors; must elect at least eight additional hours, and do such collateral work as the professor in charge of the department shall assign. The results of this collateral work must appear in a thesis of satisfactory length and representing investigation at least equal to six semester hours which may be a part of the eight additional hours required. The thesis will be read before the head of the department and two other professors whom the President will appoint. It must be

handed in not later than May 20, and its grade must be reported to the registrar not later than June 1 of the year in which the honor is to be awarded. The thesis may, however, be waived at the discretion of the professor in charge.

6. Students who take departmental honors will have this fact announced in the catalogue, will be excused from final examinations in studies in which they have a term grade of A, and will receive special mention at the Commencement, when the honor is taken.

GRADUATION.

The college gives but one bachelor's degree, namely that of Bachelor of Arts, which is bestowed on the fulfillment of the following conditions:

1. The candidate must have completed one hundred and twenty-eight semester hours, including the studies designated as required in the several groups.

2. He must have attained at least a grade of B in not less than sixty per cent of the required hours.

3. All "conditions" and "incompletes" must be removed by the tenth week of his last semester.

An exception is made in the case of graduates of Wisconsin State normal schools who have not pursued foreign languages. For these a special course is outlined leading to the degree of Bachelor of Philosophy.

GRADUATE WORK.

Graduate work may be pursued for the degree of Master of Arts.

This degree will be conferred upon graduates of Lawrence or of any college of recognized standing who have completed one year's resident graduate work at Lawrence, or upon Graduates of Lawrence who have completed an

equivalent course in residence at some other approved non-professional school. Graduates of Lawrence may be permitted at the discretion of the graduate committee to do one-half of the year's work in absentia.

The following requirements must also be fulfilled:

1. The candidate must present thirty hours credit in advanced courses previously approved by the heads of the departments concerned.

2. Not less than half the time shall be devoted to a major subject; and at least one-third of the time shall be given to one, or at most two, minor subjects. One of the minor subjects shall be allied to the major.

3. As prerequisite to entrance upon a graduate major or minor, an undergraduate major or minor respectively is required.

4. The candidate shall present a typewritten thesis on a subject assigned by the head of the department in which he does his major work. This shall constitute not less than four hours of the time allotted to his major subject. It must be in the hands of the head of the department not later than May 1, and must be approved by him before the candidate is recommended for the degree.

5. Examinations, which may be taken as each subject is completed, are required. Persons doing resident graduate work will be charged the same fees as undergraduate students. Credits toward master's degree will be accepted from other institutions. Graduate courses for degrees other than the master's are not given.

SPECIAL STUDENTS.

Students who desire to receive instruction in particular departments without becoming candidates for degrees are admitted in case their previous education has been suffi-

cient to qualify them for the work they desire to do. Their fitness is determined by credits submitted from schools they have attended, and by examinations which may be required at the discretion of the committee on entrance credits. They are expected to take the work prescribed in physical culture, unless especially excused. The studies they choose shall be determined by consultation with the president, who will act as their class officer, or who will refer them to some teacher who will have the oversight of their work. If a special student is "conditioned" or if he "fail" in two courses in any semester, his connection with the college is thereby terminated.

Special students must observe the same rules concerning matriculation and pay the same fees as other students. They must bring credits and a recommendation from the principal of the school they have previously attended. Special students are subject to the same rules and regulations as students regularly enrolled in the college classes. No person who expects to be a candidate for a college degree can in any case enroll as a special student.

REGULATIONS CONCERNING PUBLIC ENTERTAINMENTS AND EXHIBITIONS.

Any club, association or company of students proposing to give one or more entertainments or exhibitions, social, athletic, or otherwise, before making any contracts or engagements, must present its plans to the faculty Committee on Entertainments, of which the president of the college is chairman, and no engagements shall be made without the approval of such committee. A Freshman with an entrance condition may attend, but he cannot be a participant in such an entertainment without the permission of his class officer, and not then if his standing in any

study is below 70. No students whose work is incomplete in more than one course, or who is below grade in more than one study, is allowed to manage, or be a participant in any game, contest or entertainment given by any club, association, or team of students; and any student who is below grade in any three courses shall be debarred for the remainder of the semester from the privileges and duties of any social or athletic organization with which he is connected.

Members of Athletic organizations are exempt from these rules in so far as they are in conflict with the rules of the Wisconsin Intercollegiate Athletic Association and of the local athletic committee.

JUNIOR EXHIBITION.

The Junior Exhibition is one of the exercises of Commencement week. The speakers are selected by the professors of Rhetoric, Literature and Public Speaking, on the basis of grades in composition and public speaking. A special contest may be held at the discretion of the committee. Seven speakers are selected, and in all cases those chosen to participate must be notified by the committee by the first day of March. The College prize is awarded to the contestant who receives the highest markings on composition and delivery.

INTER-COLLEGIATE DEBATES.

Several intercollegiate debates are held each year. These for the past few years have been with Hamline, Beloit, and Carleton colleges. In other years debates have been held with Albion, Ripon, Lake Forest, and Upper Iowa University. There is a Freshman, a Sophomore, and an All College debate each year. This work is under the supervi-

sion of the professor of Economics and the professor of Public Speaking.

CREDIT IN PROFESSIONAL SCHOOLS.

Credit can usually be secured in professional schools where the student selects the group of studies which is designed as prerequisite to his particular calling. Thus the University of Wisconsin allows credit in its School of Agriculture, School of Engineering, School of Pharmacy, and other departments. The Northwestern University at Evanston, Ill., has also arranged to give graduates advanced standing in its professional schools. Those who enter the Garrett Biblical Institute, The School of Theology of Boston University, or Drew Theological Seminary receive credit sufficient to enable a student who has taken Greek, Hebrew, the history courses, and the courses in Theism, Science and Philosophy of Religion, Apologetics and English Bible, to complete their theological work in two years. In short, credit can be secured in most professional schools, if the right elections are made, such as will enable the student to shorten the professional course one year.

LAWRENCE AND THE UNIVERSITY OF WISCONSIN.

An agreement has been entered into with the University of Wisconsin whereby both institutions have the same entrance requirements and the same list of accredited schools. Students who migrate from either institution to the other will be given the rank of Sophomores or Juniors if they change at the end of the first or second years of their work. It is not deemed advisable by either institution for students to migrate at the end of their Junior

year, and where such cases occur they will be dealt with on their individual merits.

STATE TEACHERS' CERTIFICATES.

Graduates of Lawrence College who have taken eleven hours in psychology and pedagogy may receive from the State Superintendent of Public Instruction a license to teach for one year in any of the public schools of Wisconsin on the recommendation of the State Board of Examiners, providing their diploma (or blank sent out from the State Department of Public Instruction and filled out by the applicant's instructors) and testimonials of good moral character have been passed upon favorably by the state board.

After one year of teaching the Superintendent of Public Instruction will issue a state certificate to the holder of the one-year license, on his satisfying the state board, of a good moral character and of a successful year of teaching.

This certificate entitles the holder to teach for life in the schools of Wisconsin without further examination.

HONORARY DEGREES.

Honorary degrees are granted by the trustees on recommendation of the faculty but subject to a limitation stated in the by-laws of the board, which reads as follows: "Honorary degrees shall be bestowed only on persons of marked scholarly attainments, as evidenced by published works, or upon persons who have attained to specially conspicuous positions in church or state." Petitions for the bestowment of honorary degrees are not received.

ADMISSION TO THE COLLEGE

CONDITIONS.

1. Admission is by examination, or by certificates from accredited schools.

2. The regular examinations for admission occur on the Tuesday preceding the beginning of the first semester. Examinations are also held on the first Saturday of the second semester at 9 o'clock A. M. to accommodate those who enter at this time.

3. Graduates of any school which has been approved by the faculty may be admitted to the college *without examination* on the presentation of certificates giving their standings. These certificates must show in detail the studies pursued by the applicant in preparation for college, and should bear the recommendation of the principal. Blank forms for credentials may be had on application to the registrar.

4. Certificates should be sent by the principal direct to the registrar as early as the 30th of August that they may be examined and the student's classification determined before the opening day of the college year. Delay and confusion will thus be avoided.

5. Certificates are accepted in lieu of examinations only in so far as the subjects correspond in quantity and quality to those prescribed for admission, or are their full equivalent. It is understood also that if the student is found, after a fair trial, to be so deficient in any study for which credit has been given him that he cannot profitably

continue in the class assigned, he may be remanded to such class in that subject as he is prepared to enter; but the classification to which his certificate admitted him is not changed.

6. All candidates for admission must present satisfactory testimonials of good moral character, and certificates of regular dismissal will be required from those who have been students in other colleges.

REQUIREMENTS FOR ENTRANCE.

Students are admitted to the college of Liberal Arts on the basis of *units* offered. A unit is understood to mean a subject pursued five times a week for one year, or an equivalent. Subjects closely related and not having been pursued for an entire year may be combined so as to equal a whole unit, as physiology, zoology, etc. A subject coming three times a week for a year and a half may be counted as a unit.

Fifteen units are required for admission, eight of which are required and seven elective.

I. The following subjects are required of all:

Foreign Language	2 units
English	2 units
History	1 unit
Mathematics	2 units
Natural Science	1 unit

II. In addition to the requirements under I, seven units must be offered from the following elective subjects:

Botany	½ to 1 unit
Chemistry	1 unit
Civics	½ unit
Commercial Subjects	1 unit
Commercial Geography	½ unit
Drawing	½ to 1 unit

Domestic Science	½ unit
Economics	½ unit
English Composition	1 unit
English Literature	1 to 3 units
French	1 to 4 units
German	1 to 4 units
Greek (Grammar, Lessons and Anabasis)	2 units
Greek (Homer, Iliad)	1 unit
History	1 to 3 units
Latin (Grammar, Lessons and Cæsar)	2 units
Latin (Cicero)	1 unit
Latin (Vergil and Ovid)	1 unit
Manual Training	1 unit
Mathematics (Algebra)	1 unit
Mathematics (Advanced Algebra)	½ unit
Mathematics (Plane and Solid Geometry)	1½ units
Mathematics (Plane Trigonometry)	½ unit
Physics	1 unit
Physiography	½ to 1 unit
Physiology	½ unit
Psychology	½ unit
Theory and Art of Teaching	½ unit
Zoology	½ to 1 unit

LIMITATIONS. Not more than four of the required fifteen units will be accepted for admission in any one subject, and not more than two units selected from manual training, drawing, domestic science, or commercial subjects. If no more than two units of foreign language are offered they must be in one language only in order to meet the language requirements for entrance. If but one unit of foreign language is offered it will be accepted in making up the fifteen units but will not be considered in any sense as meeting the language requirements even in part.

ADMISSION WITHOUT FOREIGN LANGUAGE. Students entering the college are advised to present Latin or Latin and a second foreign language to the extent of at least four

units. Students may be admitted, however, without foreign language under the following conditions: (1) They must offer fifteen units subject to all the limitations stated above except that the two units of foreign language specified above as required of all may be replaced by two units of any elective subject or subjects. (2) The language requirements however must be met before the beginning of the junior year. This will ordinarily require extra work to the extent of four hours a week for one year, which will not be credited as part of the number of unit hours required for graduation from the college. (3) Students admitted conditioned in language must elect at least two units of foreign language in the college in addition to the language taken to meet their condition in language.

SUBJECT OUTLINE OF REQUIREMENTS

ENGLISH.

The entrance requirement in English involves work in composition, rhetoric, and literature. This implies first that the candidate shall be able to express himself adequately in writing, with proper regard to mechanical accuracy; secondly, that he shall know the fundamental principles of rhetoric; and thirdly, that he shall have read, under competent direction, fifteen of the works named below, or their equivalent, with the proviso that at least five of them shall have been studied and tested in the classroom.

REQUIREMENTS—1910-1911.

Chaucer: *The Prologue.
Shakespeare: The Merchant of Venice, Macbeth, As You Like It, Henry V, Julius Cæsar, Twelfth Night.
Spenser: *The Faerie Queene, Book I.
Milton: Comus, Lycidas, L'Allegro, Il Penseroso (the last three to count as one item).
Bunyan: The Pilgrim's Progress, Part I.
Addison and Steele: The Sir Roger de Coverley Papers.
Pope: The Rape of the Lock.
Goldsmith: The Vicar of Wakefield, The Deserted Village.
Irving: Life of Goldsmith, *Sketch Book.
Coleridge: The Rime of the Ancient Mariner.
Scott: *Ivanhoe, The Lady of the Lake, *Quentin Durward.
Franklin: Autobiography.
Palgrave: Golden Treasury, First Series, *Parts II, III, and IV.
Lamb: *Essays of Elia.
De Quincey: Joan of Arc, The English Mail Coach.

Hawthorne: *The House of the Seven Gables.
Thackeray: *Henry Esmond.
Carlyle: *Heroes and Hero Worship, Essay on Burns.
Macaulay: Essay on Addison, Life of Johnson, Lays of Ancient Rome.
Burke: *Speech on Conciliation with America.
Washington: Farewell Address.
Webster: First Bunker Hill Oration.
Mrs. Gaskell: Cranford.
Dickens: *A Tale of Two Cities.
George Eliot: Silas Marner.
Blackmore: *Lorna Doone.
Ruskin: Sesame and Lilies.
Byron: Mazeppa, The Prisoner of Chillon.
Lowell: The Vision of Sir Launfal.
Arnold: Sohrab and Rustum.
Longfellow: The Courtship of Miles Standish.
Tennyson: Gareth and Lynette, Lancelot and Elaine, the Passing of Arthur.
Browning: Ten selected lyric or narrative poems.

*Starred items are counted as two.

HISTORY AND CIVICS.

Students may offer any one or more of the following units of History and Civics:

Ancient History (Greek and Roman), 1 unit.

Medieval and Modern History, some such text as Montgomery's English or French, 1 unit.

American History or American History and Civics, 1 unit.

Manual Training, Domestic Science, Economics, and Commercial subjects. Students may offer not more than two units from any of these subjects, the work to be of the character and amount as outlined in the annual reports of the North Central Association of Colleges and secondary schools.

MATHEMATICS.

1. ALGEBRA, 1 unit. The requirement in algebra includes the following topics: the fundamental operations, factoring, common divisors and multiples, simple equations of one or more unknown quantities, involution, evolution, radicals, fractions, quadratic equations.

2. ADVANCED ALGEBRA, ½ unit. Simultaneous equations, ratio and proportion, graphical representation, binominal theorem for position integral exponents, logarithms, including the use of the tables in simple numerical work.

3. PLANE AND SOLID GEOMETRY, 1 unit. A combination course in plane and solid geometry, including the simpler parts of both. This is preferred when only one unit of geometry is offered.

4. PLANE GEOMETRY, 1 unit. A more extensive and intensive study of plane geometry extending throughout the year.

5. SOLID GEOMETRY, ½ unit. A half year of solid geometry following a year of plane geometry will be credited ½ unit.

6. TRIGONOMETRY, ½ unit. Solution of right and oblique plane triangles, trigonometric equations, familiarity with the use of logarithmic and trigonometric tables.

Additional credit, not to exceed four units, will be given those who have had further work in algebra, trigonometry or surveying.

SCIENCE.

BOTANY, 1 unit. Should include a study of plant types and physiology of plants; at least half of the course should consist of laboratory work. Where less than a year's work is possible botany may be combined with Physical Geog-

raphy and Physiology in making up a unit. Bergen's Elements of Botany, or Bailey's, covers what is desired for entrance.

CHEMISTRY, 1 unit. A year's work of descriptive Chemistry covering both metals and non-metals, divided about equally between the class-room and the laboratory. A careful record of experiments should be kept and presented for inspection at the time of examination. Some such text as Remsen's Introduction to the Study of Chemistry with manual comprehends the work required.

PHYSICS, 1 unit. One year's work in elementary physics. The work should be essentially that outlined in the requirements of the North Central Association of Colleges and Secondary Schools, and is satisfactorily covered by the better text-books in elementary physics, supplemented by a laboratory course in elementary physics. The laboratory note book should be presented by candidates for admission.

PHYSIOGRAPHY, ½ unit. This course should include:

1. Principles as presented in the best recent text-books.
2. Field study, with statement of field trips recorded.
3. Ability to use topographic maps, weather charts, etc.

Where it is not possible to give a full year's work to this subject it may be combined with Botany and Physiology to make a unit.

PHYSIOLOGY, ½ unit. This course should include anatomy, physiology, histology of the human body, and hygiene. Some such text as Martin's Human Body, Briefer Course, may be considered as a guide.

ZOOLOGY, 1 unit. From three to four laboratory periods for one year should be given this subject. The student must dissect ten or more types from different branches of the animal kingdom, reporting his work with drawings and descriptions. Lectures or text-book work on classification

and general Zoology must be a part of the work. Kellogg's or Davenport's Elementary Zoology may be a gauge of the work required.

LATIN.

I. Amount and Range of the Reading Required.

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, should be not less *in amount* than Caesar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, Aeneid, I-VI.

2. The amount of reading specified above should be selected by the schools from the following authors and works: Caesar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute) and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics, and Aeneid) and Ovid (Metamorphoses, Fasti, and Tristia).

II. Subjects and Scope of the Examinations.

1. *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias; Vergil, Aeneid, I, II, and either IV or VI at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for transla-

tion will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

Grammar and Composition. The examination in grammar and composition will demand thorough knowledge of all regular inflectons, all common irregular forms, and the ordinary syntax and vocabulary of the prose read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

GREEK.

TWO UNITS.

1. Greek Grammar. Any standard Greek Grammar, including Prosody.
2. Xenophon's Anabasis, four books.
3. Homer's Iliad, three books.
4. Greek Prose Composition. Pronunciation according to written accents.
5. Students will be tested in reading easy Greek at sight.

GERMAN.

The admission requirements in German are those recommended by the Modern Language Association of America.

1. The first year's work should comprise careful drill upon pronunciation, memorizing of easy colloquial sentences, drill upon the rudiments of grammar, easy exercises, designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from

75 to 100 pages of text; constant practice in translating into German easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read. 1 unit.

2. The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance of short and easy selected passages, and continued drill upon the rudiments of grammar. 1 unit.

3. The work should include in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, abstracts, paraphrases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of the language. 1 unit.

FRENCH.

The admission requirements in French are those recommended by the Modern Language Association of America.

1. The first year's work should include careful drill in pronunciation, in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated text with constant practice in translating easy variations of the sentences read, and the writing French from dictation. 1 unit.

2. The second year's work should comprise the reading of 250 to 400 pages of easy, modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the texts read, frequent abstracts, sometimes oral and sometimes written, of portions of the text already read,

writing French from dictation, and continued grammatical drill with constant application in the construction of sentences. 1 unit.

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation. 1 unit.

ADVANCED CREDIT.

Any student who wishes advanced credit for work done in secondary schools, in addition to the fifteen units required for entrance, must take an examination on the study for which he desires credit. If he succeed in the examination, he will be given as many hours of college credit as the subject was credited in the secondary school less one-half. Students who have taken part of their work in other institutions of college rank will be admitted to advanced standing on the basis of the certificates of standings they present. Such persons must bring with them letters of honorable dismissal and testimonials to good character.

ACCREDITED SCHOOLS.

Graduates from high schools which have been accredited, will be admitted without examination in the courses for which credit is given. Certificates should be forwarded by the principal of the high school in which the student has taken his work, giving a detailed statement of his studies and standings. Blanks for this purpose can be secured by writing to the registrar. Students from academies or from high schools outside the state will be admitted by present-

ing standings equal to the entrance requirements, provided such schools are accredited, at the state university of the state in which they are located. In such cases, however, the faculty reserves the right to examine and reclassify the student if his work in this institution shows defective preparation.

The following is a list of the schools which this institution has placed with the grouping of the requirements for admission.

School.	Principal.
Albany	Fred F. Householder.
Algoma	J. L. Dahl.
Alma	C. D. Donaldson.
Antigo	W. H. Hickok.
Appleton	Paul G. W. Keller.
Arcadia	Robert Lohrie.
Argyle	C. E. Tredinnick.
Ashland	J. F. Wilson.
Augusta	L. C. Hatch.
Bangor	Wm. H. Eller.
Baraboo	A. C. Kingsford.
Barron	Margaret J. Kennedy.
Bayfield	H. V. Stahl.
Beaver Dam	T. G. Gronert.
Beaver Dam: Wayland Academy	E. P. Brown.
Belleville	J. A. Mortimer.
Beloit	J. C. Pierson.
Berlin	W. T. Anderson.
Bessemer, Mich	T. H. Gass.
Black River Falls	W. H. Kelly.
Bloomington	E. L. Jay.
Boscobel	W. C. Knoelk.
Brandon	Oscar Lee.
Brodhead	F. W. Oldenburg.
Burlington	J. S. Miller.
Calumet, Mich.	E. J. Hall.
Cambria	U. T. Cady.
Cedarburg	Wm. H. Fromms.
Chilton	G. M. Morrissey.
Chippewa Falls	A. G. Findlay.
Chippewa Falls: McDowell Memorial School	Sisters of Notre Dame.
Clinton	S. P. Reese.
Clintonville	F. L. Kneipp.
Colby	Imelia J. Slinde.
Columbus	Fred Thomson.
Cumberland	A. J. Herrick.
Darlington	W. W. Woolworth.
Deerfield	E. A. Reynolds.
De Forest: Windsor Township	E. C. Meland.
Delafield: St. John's Military Academy	S. T. Smythe.
Delavan	H. A. Melcher.

School.	Principal.
De Pere	C. C. Bishop.
Dodgeville	H. W. Kircher.
Durand	W. F. Roecker.
Eagle River	A. B. Olson.
East Troy	W. F. Weisend.
Eau Claire	M. S. Frawley.
Edgerton	E. L. Roethe.
Elkhorn	John Dixon.
Ellsworth	W. D. Sansum.
Elroy	Geo. R. Ray.
Endeavor Academy	W. M. Ellis.
Evansville	F. J. Lowth.
Evansville Seminary	L. B. Webb.
Fairchild	Frank G. Jones.
Faribault, Minn: Shattuck School	J. H. H. Lyon.
Fennimore	F. E. Drescher.
Florence	Lewis A. Jones.
Fond du Lac	I. O. Hubbard.
Fond du Lac: Grafton Hall	B. Talbot Rogers.
Fort Atkinson	J. A. Hagemann.
Fox Lake	Larue F. Smith.
Galesville	H. C. Almy.
Glenwood	W. J. Arnold.
Grand Rapids	H. F. Kell.
Green Bay: East	W. O. Brown.
Green Bay: West	C. F. Cole.
Green Bay: St. Joseph's Academy	Sisters of St. Joseph.
Greenwood	G. A. Benedict.
Hancock, Mich.	C. R. Cobb.
Hartford	W. E. Elmer.
Harvard, Ill.	M. M. Coulan.
Hayward	W. O. Hall.
Highland	H. C. Hacker.
Hillsboro	C. I. Coates.
Hillside Home School	Ellen C. Lloyd-Jones. Jane Lloyd-Jones.
Horicon	T. L. Bewick.
Houghton, Mich.	E. F. Benson.
Hudson	F. R. Hamilton.
Hudson: Galahad, a School for Boys	J. P. Inglis. T. W. MacQuarrie.
Hurley	J. E. Murphy.
Iola	B. J. Gallagher.
Iron Mountain, Mich.	J. F. Reed.
Ironwood, Mich.	J. V. Brennan.
Ishpeming, Mich.	C. L. Phelps.
Janesville	H. C. Buell.
Jefferson	E. W. Waite.
Juneau	O. H. Bauer.
Kaukauna	L. P. Bunker.
Kenosha	O. S. Thompson.
Kewaunee	M. McMahon.
Kiel	F. H. Rehberg.
Kilbourn	T. M. Risk.
La Crosse	B. E. McCormick.
Ladysmith	E. C. Gotham.
Lake Geneva	Mrs. Marietta Baker.

School.	Principal.
Lake Mills	O. M. Jones.
Lancaster	F. W. Traner.
Lodi	O. D. Witherbee.
Madison	Thos. R. Lloyd-Jones.
Madison: Wisconsin Academy	Charlotte E. Richmond.
Madison: Sacred Heart Academy	Dominican Sisters.
Manawa: Little Wolf	J. H. Hardgrove.
Manitowoc	L. W. Brooks.
Marinette	F. W. Hanft.
Marshall	C. H. Eldred.
Marshfield	C. W. Otto.
Mauston	C. W. McNown.
Mayville	L. S. Keeley.
Mazomanie	H. G. Parkinson.
Medford	J. E. Phillips.
Menasha	John Callahan.
Menominee, Mich.	J. B. Crouch.
Menomonee Falls	Fred L. Witter.
Menomonie	G. A. Works.
Merrill	Earl W. McCrary.
Milton	J. F. Whitford.
Milton College Academy	W. C. Daland.
Milton Junction	John M. Gahagan.
Milwaukee: East Division	G. A. Chamberlain.
Milwaukee: North Division	R. E. Krug.
Milwaukee: South Division	E. Rissman.
Milwaukee: West Division	A. C. Shong.
Milwaukee Academy	J. H. Pratt, Jr.
Milwaukee-Downer Seminary	Ellen C. Sabin.
Mineral Point	R. E. Loveland.
Mondovi	W. T. Ream.
Monroe	G. B. Haverson.
Montello	L. U. St. Peter.
Montfort	J. E. Rohr.
Mt. Horeb	M. V. Boyce.
Necedah	C. C. Aller.
Neenah	E. M. Beeman.
Neillsville	G. M. Snodgrass.
New Lisbon	R. L. Heindel.
New London	John P. Ballantyne.
New Richmond	C. J. Brewer.
Oconomowoc	M. E. Keats.
Oconto	M. R. Stanley.
Oconto Falls	A. E. Schaub.
Omro	M. W. Vittum.
Onalaska	A. L. Halverson.
Oregon	W. O. Griffin.
Osceola	E. H. Bratberg.
Oshkosh	A. B. O'Neil.
Palmyra	Wm. Fowlie.
Phillips	J. M. Beck.
Plainfield	P. B. Thiel.
Platteville	C. E. Slothower.
Plymouth	J. J. Enright.
Portage	W. G. Clough.
Port Washington	C. H. Bachhuber.
Poynette	A. W. Kasten.
Prairie du Chien	N. Gunderson.
Prairie du Sac	R. S. Babington.
Prescott	C. J. Anderson.
Princeton	O. C. Olman.

School.	Principal.
Racine	E. W. Blackhurst.
Racine College Grammar School	W. F. Shero.
Randolph	Julius Winden.
Reedsburg	A. R. Clifton.
Rhinelander	F. A. Harrison.
Rib Lake	J. F. Weinberger.
Rice Lake	H. J. Steepo.
Richland Center	E. G. Doudna.
Ripon	H. M. Comins.
River Falls	J. W. T. Ames.
Rochester Academy	E. G. Toan.
Rockford, Ill.	C. P. Briggs.
St. Croix Falls	R. Q. Klotz.
Salt Lake City, Utah	G. A. Eaton.
Sauk City	M. T. Buckley.
Seymour	F. W. Axley.
Sharon	B. D. Richardson.
Shawano	J. F. Powers.
Sheboygan	Wm. Urban.
Sheboygan Falls	W. H. Luehr.
Shell Lake	J. A. Lonsdorf.
Shullsburg	H. G. Plumb.
Sinsinawa: St. Clara Academy	Dominican Sisters.
Soldiers Grove	B. F. Adams.
South Milwaukee	F. W. Hein.
Sparta	Wm. D. Fuller.
Spokane, Wash.: South Central	H. M. Hart.
Spring Green	R. W. Adams.
Spring Valley	F. L. Olson.
Stanley	M. M. Ames.
Stevens Point	C. R. Bush.
Stoughton	G. O. Banting.
Sturgeon Bay	C. G. Stangel.
Sun Prairie	F. O. Holt.
Superior: Blaine	
Superior: Central	H. A. Schofield.
Tomah	F. M. Bray.
Tomahawk	L. C. Johnson.
Two Rivers	W. J. Hamilton.
Union Grove	H. E. Snyder.
Viroqua	W. P. Colburn.
Washburn	S. A. Oscar.
Waterford	W. O. Blanchard.
Waterloo	L. G. Curtis.
Watertown	W. P. Roseman.
Waukesha	.G F. Loomis.
Waukesha: Carroll College Academy	S. B. Ray.
Waupaca	J. W. Steenis.
Waupun	F. R. Nash.
Wausau	C. C. Parlin.
Wautoma	G. E. Dafoe.
Wauwatosa	P. A. Kolb.
West Allis	T. J. Jones.
West Bend	D. E. McLane.
West De Pere	A. E. Buresh.
Westfield	D. L. Swartz.
West Salem	C. W. Collmann.
Weyawega	E. H. Miles.
Whitewater	C. W. Rittenburg.
Winneconne	N. A. Anderson.
Wittenberg	M. V. Jones.
Wonewoc	F. G. Bishop.

THE NORTH CENTRAL ASSOCIATION LIST.

Graduates of schools accredited by the North Central Association of Colleges and Seconary Schools, and not in the college list of accredited schools, will be admitted upon the same terms as graduates of schools directly accredited by the college.

This list is revised annually, in April. Graduates of schools that are added after the publication of this catalogue, will have the same privileges as graduates of the schools given in the list below.

ACCREDITED SCHOOLS.

Colorado.

Canon City
Durango
Fort Collins
Golden
Grand Junction
Greeley
Idaho Springs
Leadville
Loveland
Pueblo:
 Central
 Dist. No. 1
Trinidad
Victor

Illinois.

Alton
Aurora:
 East
 West
Belvidere (South)
Bloomington
Champaign
Chicago:
 Austin
 Calumet
 Englewood
 Hyde Park
 Jefferson
 John Marshall
 Joseph Medill
 Lake
 Lake View
 North West Division (Tuley)
 R. T. Crane (Manual Tr'g)
Elgin
Elgin Academy
Evanston Tp.
Freeport
Harvey (Thornton Tp.)
Highland Park (Deerfield Tp.)
Joliet Tp.
Kankakee
Kewanee
La Grange Tp.
La Salle (Peru Tp.)
Moline
New Trier Tp. (Kenilworth)
Normal
Oak Park Tp.
Ottawa Tp.
Peoria
Pontiac Tp.
Princeton Tp.
Quincy

Robert A. Waller
South Chicago
Wendell Phillips
William McKinley
Clyde (Morton Tp.)
Danville
Decatur
De Kalb Tp.
Rockford
Rock Island
Savanna Tp.
Springfield Tp.
Sterling Tp.
Streator Tp.
Waukegan

Indiana.

Elkhart
Fort Wayne
La Porte
Richmond
South Bend

Iowa.

Boone
Burlington
Cedar Rapids
Corning
Council Bluffs
Davenport
Des Moines:
East
North
West
Dubuque
Fort Dodge
Grinnell
Iowa City
Keokuk
Marshalltown
Mason City
Ottumwa
Red Oak
Sheldon
Sioux City
Washington
Waterloo (East)

Kansas.

Fort Scott
Junction City
Leavenworth
Summer Co. (Wellington)
Topeka
Wichita
Hutchinson
Lawrence

Michigan.

Adrian
Alpena
Ann Arbor
Battle Creek
Bessemer
Benton Harbor Col. Inst.
Benton Harbor
Calumet
Charlotte
Coldwater
Delray
Detroit:
Central
Houghton
Holland
Iron Mountain
Jackson
Kalamazoo
Lansing
Lake Linden
Manistee
Marsholl
Marquette
Michigan Military Academy
Michigan Seminary
Monroe

Eastern
Western
Hom and Day
University School
Dowagiac
Escanaba
Ferris Institute
Flint
Grand Rapids Central
Hancock
Hastings
Hillside
Muskegon
Negaunee
Niles
Owosso
Pontiac
Port Huron
Saginaw, E. S.
Saginaw, W. S.
Sault Ste. Marie
St. Joseph
Traverse City
Wyandotte

Minnesota.

Albert Lea
Anoka
Austin
Duluth
Fairbault
Fergus Falls
Hastings
Little Falls
Marshall
Minneapolis:
Central
East
North
Minneapolis:
South
Owatonna
Red Wing
Rochester
St. Cloud
St. James
St. Paul:
Central
Cleveland
Humboldt
Stillwater
Winona

Missouri.

Acad. Drury Col.
Kansas City:
Central
Manual Training
Westport
Kirkwood
St. Louis:
Central
St. Louis:
McKinley
Mary Institute
Smith Academy
Wash. Univ. Man. Tr'g.
St. Joseph
Trenton
Webster Groves

Nebraska.

Beatrice
Brownell Hall
Hastings
Lincoln Academy
Lincoln
Omaha

South Dakota.

Deadwood
Lead
Mitchell
Sioux Falls
Watertown
Yanktown

Ohio.

Akron
Ashtabula
Bellefontaine
Gallipolis
Greenville
Hamilton

Bowling Green
Canton
Cincinnati:
 Hughes
 Walnut Hills
 Woodward
Cleveland:
 Central
 East
 Glenville
 Lincoln
 South
 West
Columbus:
 Central
 East
 North
 South
Delaware
East Cleveland
East Liverpool
Elyria
Fostoria
Lakewood
Lima
Mansfield
Marietta
Marion
Middletown
Mount Vernon
Oberlin Academy
Newark
New Philadelphia
Painesville
Piqua
Portsmouth
Salem
Sandusky
Steubenville
Toledo
Troy
Van Wert
Warren
Washington C. H.
Xenia
Youngstown

Wisconsin.

Antigo
Appleton
Ashland
Baraboo
Beaver Dam (Wayland Acad.)
Beloit
Berlin
Eau Claire
Elkhorn
Fond du Lac
Fort Atkinson
Grand Rapids
Hudson
Janesville
Kenosha
La Crosse
Madison
Manitowoc (North Side)
Marinette
Marshfield
Menomonie
Merrill
Milwaukee:
 East Division
 South Division
 West Division
 Sem. Dept., Downer Col.
Oshkosh
Plymouth
Racine
Racine (Gram. School of Racine College)
Ripon
Sheboygan
Superior:
 Blaine
 Nelson Dewey
Tomah
Waukesha
Waukesha (Carroll College Academy)
Wausau
Wauwatosa
Whitewater

THE COURSES OF STUDY

THE GROUP SYSTEM.

The courses of study are arranged in what is known as the group system, which, in recent years, in very many institutions, has supplanted fixed courses. This arrangement is believed to have the advantage of giving the student a somewhat comprehensive view of the various departments of knowledge, and at the same time a chance to specialize in the line of his individual aptitudes, or with reference to subsequent professional or graduate work. The group system aims to retain the advantages of both the fixed course system and the free elective system, while avoiding the defects of each, "to maintain a proper balance between educational control on the one side and individual freedom of choice and self direction on the other." The various groups are so arranged that certain studies are required which are regarded as essential to a broad and liberal culture. At the same time a system of election makes it possible to secure advanced study in a subject in which the student may desire special training.

THE UNIT DEFINED.

The semester hour is the unit used in measuring the number of hours of credit which each course gives. By semester hour is meant one recitation or class exercise per week, one hour in length, in a study continuing during a semester. Students are required to take sixteen semester hours per semester for full work, or thirty-two hours per year.

As already stated one hundred and twenty-eight hours complete the course and entitle the student to graduation. Two and one-half hours of laboratory work are equivalent to one recitation hour.

REGULATIONS GOVERNING THE SELECTION OF COURSES.

1. Students are earnestly advised to study carefully the description of courses given in subsequent pages of the catalogue, and to note which courses are marked as prerequisites.

2. Each student is placed under a class officer and must select work with his advice. The names of the class officers for the ensuing year are: Freshmen, President Plantz, Professors Naylor, Fairfield, and Wright; Sophomores, Professors Lymer and Youtz; Juniors, Professor Farley; Seniors, Professor Trever.

3. When a student has selected a study continuing through more than one semester, he cannot receive credit on it until he has completed the full work in said study, unless excused by the faculty.

4. No student will be permitted to take more than seventy hours in any one group, or forty hours in any one department, except in the Engineering and Chemical courses.

5. No student is permitted to take less than fourteen or more than seventeen hours without permission of the faculty.

6. Each student must choose a *major* and a *minor* subject not later than the beginning of his Junior year. The *major* must consist of not less than twenty-four hours in some one department, required work being included. The *minor* must consist of not less than fourteen hours, chosen

in some one department, other than the major. Courses in Latin, Greek, and German, described as elementary, may not be counted as major or minor work. The representative groups given in the succeeding pages are so arranged that each includes a major in some subject and a minor in another. A study of these groups will assist the student in selecting his course in harmony with this requirement.

7. Candidates for a baccalaureate degree may present a graduating thesis on a subject approved by the class officer and the professor in whose department his major work is taken, equivalent to four hours credit. The thesis must represent some phase of the student's work in his major subject; must show that it represents careful preparation; must be type-written on paper of good quality, 8 by 10 inches in size; and must be deposited in the College Library at least two weeks before commencement. Before being accepted it must be approved by the head of the department in which the work is done. After acceptance the thesis becomes the property of the college.

8. Students who are candidates for departmental honors, should confer with the head of the department in which honors are desired, with reference to the courses they are to elect.

ARRANGEMENT OF COURSES.

The courses offered in the College of Liberal Arts have been divided into the following seven groups, from which students must select their work according to the conditions described below.

Group I. Ancient and Modern Languages and Literature, including Greek, Latin, Hebrew, German, French, and Spanish.

Requirements Sixteen hours must be selected from this

group, except that students whose major is in Science need elect but eight.

Group II. English Language and Literature, including Rhetoric and Public Speaking.

Requirements Twelve hours must be elected in this group, six of which must be Freshman English, and four Public Speaking. Students majoring in Science, however, are not required to elect Public Speaking. The required work in Public Speaking is Course I which must be completed by the end of the Sophomore year.

Group III. History, Politics, Sociology and Economics.

Requirements Twelve hours must be elected in this group, at least six of which must be history. Students whose major is some line of Natural Science are required to elect but nine hours, at least three of which must be history.

Group IV. Mathematics, including Mechanical Drawing and Astronomy.

Requirements Students majoring in Mathematics or any of the sciences, must take six hours in Mathematics, but those majoring in other subjects need elect but three.

Group V. Science, including Physics, Chemistry, Biology, Botany, Zoology, Geology and Mineralogy.

Requirements Fourteen hours must be elected in this group, but students who major in Language, Literature or History, need elect but eight.

Group VI. Philosophy and Religion, including Biblical Literature and Education.

Requirements Twelve hours must be elected in this group, three of which must be in Hebrew History and three in the Evidences of Christianity, unless the student belongs to the Roman Catholic or Jewish church. Stu-

dents who expect to teach in the public schools of Wisconsin, should elect Psychology and Pedagogy.

Group VII. Physical Education, Music and Art.

Requirements All students, not especially excused, must elect four hours of Physical Culture in this group.

From the above statement of group requirements it will be seen that from seventy to eighty hours must be chosen from the groups. The remaining hours are free electives, with the exception that the requirements for major and minor work must be kept in mind.

FRESHMEN REQUIREMENTS.

In the Freshman year each student must select his studies under the following directions (the first number indicates the hours, and the numbers in brackets, the courses).

(a) All students must elect six hours of Rhetoric and four hours of Physical Training. Students who expect to do considerable work in Science must also choose six hours in Mathematics.

(b) Students must take at least eight hours of one of the following subjects and cannot take more than sixteen hours.

Greek, 8 (3 and 4).	German, 8 (5 and 6).
Latin, 8 (1).	French, 8 (1 and 2).

(c) Students must select in addition from the following courses sufficient to make a total of thirty-two hours for the year.

Bible, 6 (coures 1 and 2) or (3 and 4).	Literature, 6 (5 and 8).
Biology, 10 (1).	Mathematics, 3 (1 or 2).
Chemistry, 10 (1).	Mechanical Drawing, 6 (2).
History, 6 (Hebrew or Mediaeval).	Physics, 6 or 10 (1 and 3).
Latin, 2 (2).	Physiography, 3 (1).
	Economics, 3 (1).
	Public Speaking, 2 (1).

SUGGESTIVE GROUPS OF GENERAL CULTURE AND PRE-PROFESSIONAL COURSES.

The object of a college education is two-fold, namely, to assist the student in solving the theoretical problems in life and to prepare him to execute his calling efficiently as a member of society. The first object relates itself to general culture, and the latter to laying the basis for technical or professional success. We have, therefore, arranged a number of groups with this two-fold end of education in mind. Those under the heading, General Culture Groups, are information courses, having as their end the development of the student in wisdom and contemplative ability; while those named Pre-Professional Groups, are designed to lay a strong basis for technical training, and prepare for the practical work of life. By reading the descriptive matter at the head of each group, the student will learn not only what subjects constitute the major and minor in it, but what end it has been especially arranged to serve. These groups are not rigid requirements; they are simply suggestive and supposed to guide the student in his selection of courses in harmony with the particular object he may have in view. Additional information will be given by the student's class officer, and it is further suggested that before choosing a major or minor the instructors, in whose departments the work comes, be also consulted as to the courses desired. Each group consists in the main of three years of continuous work in a major and minor subject, combined with such other subjects as seem necessary to broaden the general outlook of the student, and at the same time provide important collateral work to his principal subjects. The free electives make it possible in most cases for the student to pursue at least four years of continuous work in a major subject if he desires. Courses can be suggested

by the class officers, especially calculated to lay a strong foundation for callings and professions other than those specified in the description of the groups. Those wishing to teach should select the General Culture Group, which contains, as major and minor, the subjects they especially desire to prepare in, together with the courses of the department of education.

GENERAL CULTURE GROUPS.

GREEK—LATIN.

The Ancient Language Group is especially designed for those desiring the broadest training for the literary professions, and for those expecting to specialize in ancient languages.

Freshman.	Sophomore.	Junior.	Senior.
Latin 8	Greek 8	Greek 4	Philosophy 3
Greek 8	Latin 8	Latin 4	Religion 6
Rhetoric 6	Science 8	English 4	Elective 23
Mathematics 3	History 3	Political Science 7	
Physical Education 2	Physical Education 2	Philosophy 6	
Public Speaking 2	Elective 3	Elective 7	
Elective 3			

LATIN—MODERN LANGUAGES.

The Latin-Modern Language Group is essentially the same as the ancient language, except that modern language is substituted for Greek. This group is intended for those preferring a literary training where more emphasis is put on modern languages.

Freshman.	Sophomore.	Junior.	Senior.
Latin 8	Latin 8	Latin 4	Philosophy 3
Modern Language 8	Modern Language 6	Modern Language 4	Religion 6
Rhetoric 6	Science 8	English 4	Elective 23
History 6	Literature 4	Philosophy 6	
Mathematics 3	Physical Education 2	Political Science 7	
Physical Education 2	Public Speaking 2	Elective 7	
	Elective 1		

MODERN LANGUAGE.

The Modern Languages Group is planned for students wishing a broad literary training in modern, rather than in ancient languages.

Freshman.	Sophomore.	Junior.	Senior.
Ancient Language 8	German 8	German 4	Philosophy 3
History 6	French 6	Philosophy 6	Religion 6
German 8	Science 8	French 4	Elective 23
Rhetoric 6	Literature 4	Political Science 7	
Mathematics 3	Physical Education 2	English 4	
Physical Education 2	Public Speaking 2	Elective 7	
	Elective 1		

ENGLISH—HISTORICAL.

The English Historical Group is arranged to offer an opportunity for a somewhat broad specialization in literature and history, fitting students for teaching or for graduate work in these studies.

Freshman.	Sophomore.	Junior.	Senior.
Rhetoric 6	Literature 8	Literature 6	Philosophy 3
History 6	History 6	History 6	Religion 6
Language 8	Language 8	Philosophy 6	Elective 23
Science 8	Mathematics 3	Political Science 7	
Physical Education 2	Physical Education 2	Elective 7	
Public Speaking 2	Elective 5		

GENERAL SCIENTIFIC.

The General Scientific Group is intended for those desiring a general scientific training, or a foundation for teaching, as well as for graduate work in some line of natural or physical sciences.

Freshman.	Sophomore.	Junior.	Senior.
Biology 10, or Chemistry 10	Biology 8	Physics 5	Philosophy 6
Mathematics 6	Chemistry 8	Mineralogy 4	Religion 6
Rhetoric 6	Physics 10	History 3	Geology 8
Modern Language 8	Mathematics 5	English 4	Astronomy 3
Physical Education 2	Physical Education 2	Public Speaking 2	Elective 9
		Political Science 6	
		Elective 8	

SOCIOLOGY—PHILOSOPHY.

This group is designed for those who wish to take their major and minor work in Sociology and Philosophy. It will provide a good foundation for graduate work in these studies.

Freshman.	Sophomore.	Junior.	Senior.
Rhetoric 6	Literature 4	Sociology 6	Sociology 6
Language 8	Language 8	Science 10	Literature 4
Mathematics 3	Psychology 6	Philosophy 6	Philosophy 6
History 6	Economics 4	Economics 4	Politics 4
Science 4	Politics 4	History 6	Bible 3
Physical Education 2	Philosophy 4		Elective 9
Public Speaking 2	Elective 2		
Elective 1			

MATHEMATICAL—PHYSICAL.

The Mathematical—Physical Group affords a good basis for those intending to teach either mathematics or physics, or for graduate work in these studies.

Freshman.	Sophomore.	Junior.	Senior.
Mathematics 6	Mathematics 5	Mathematics 10	Political Science 6
Physics 10	Physics 10	Physics 4	Philosophy 6
Modern Language 8	Chemistry 10	History 3	Religion 6
Rhetoric 6	Physical Education 2	English 4	Astronomy 6
Physical Education 2	Public Speaking 2	Geology 8	Elective 8
	Elective 3	Elective 3	

CHEMICAL—SCIENTIFIC.

This group is arranged as a general culture course where chemical study is moderately emphasized, or as a course fitting for teaching chemistry and general science, as well as a preliminary course for graduate work in chemistry. Those who expect to teach chemistry, or follow this course with graduate work, are advised to choose general chemistry, qualitative analysis, quantitative analysis and organic chemistry.

Freshman.	Sophomore.	Junior.	Senior.
Chemistry 10	Chemistry 8	Chemistry 8	Political Science 6
German 8	Physics 10	Mineralogy 4	Philosophy 6
Mathematics 6	Mathematics 5	Mathematics 5	Geology 4
Rhetoric 6	History 3	Biology 10	Religion 6
Physical Education 2	Physical Education 2	English 4	Elective 10
	Public Speaking 2	Elective 1	
	Elective 2		

PRE-PROFESSIONAL GROUPS.

HISTORICAL—POLITICAL.

The Historical-Political Group furnishes a basis for the subsequent study of *Law,* or for specialization in history, politics or economics. It is recommended also for students expecting to enter upon a business career.

Freshman.	Sophomore.	Junior.	Senior.
History 6, or Political Science 6	History 6	History 6	Philosophy 3
	Political Science 7	Political Science 6	Religion 6
Language 8	Language 8	Philosophy 6	Elective 23
Rhetoric 6	English 4	English 4	
Science 8	Mathematics 3	Elective 10	
Physical Education 2	Physical Education 2		
Public Speaking 2	Elective 2		

RELIGIOUS—PHILOSOPHICAL.

The Religious-Philosophical Group is intended for those who expect to study *Theology,* and also for such students as desire to emphasize philosophy and religion, at the same time giving a proportionate time to language.

Freshman.	Sophomore.	Junior.	Senior.
Language 8	Religion 6	Religion 8	Philosophy 6
History 9	Philosophy 6	Philosophy 6	Political Science 6
Mathematics 3	Language 8	Literature 6	History 6
Rhetoric 6	Science 8	Science 4	Elective 14
Physical Education 2	Physical Education 2	Elective 8	
Elective 4	Public Speaking 2		

CHEMICAL—BIOLOGICAL.

The Chemical-Biological Group is designed as a preparation for *medical courses,* and also for students who may wish to specialize in biological and chemical studies leading to pharmacy, agriculture, and forestry or other professional lines of natural history or chemistry.

Freshman.	Sophomore.	Junior.	Senior.
Chemistry 10, or	Chemistry 8	Chemistry 8	Political
Biology 10	Biology 8	Biology 8	Science 6
Mathematics 6	Physics 10	History 3	Philosophy 6
Rhetoric 6	Physical	English 4	Religion 3
Modern	Education 2	Religion 3	Geology 8
Language 8	Public	Elective 8	Elective 9
Physical	Speaking 2		
Education 2	Elective 2		

COURSE IN CHEMISTRY.

It is the special aim of this course to offer facilities in training to those desiring to become chemists. The demand for chemistry, not only in teaching but in many industries, is at present great, and is rapidly increasing each year.

This course offers facilities for one to enter the field as chemist though it is not designed to fit one for any special line of chemical industry. With this foundation, a short university course in special lines will equip one well to take up the specialty desired, and to enter any field with reasonable prospect of successful advancement.

Freshman.	Sophomore.	Junior.	Senior.
Chemistry 10 German or French 8 Algebra 3 Trigonometry 3 Rhetoric 6 Physical Education 2	Chemistry 8 (Qual. Anal.) Mechanical Drawing 6 Analytics 6 Physics 10 Physical Education 2	Chemistry 8 (Quant. Anal.) Chemistry 4 (Physical) Chemistry 4 (Industrial) Calculus 6 Biology, or Mechanics, or Economic History and Theory of Economics, or Physics 10	Chemistry 10 (Organic) Chemistry 8 (Advanced Analysis) Geology 4 Mineralogy 4 Elective 6 English Literature Biblical Literature Psychology History Physics Physiology Surveying Astronomy Descriptive Geometry

PRE-ENGINEERING COURSE.

Arrangement has been made with the University of Wisconsin whereby a graduate of Lawrence who completes this course can obtain the degree of B. S. in any of the lines of engineering in two additional years, or he can obtain in two years and two summers the professional degree, C. E., E. E., etc.; provided, that in the case of Civil Engineers the Sophomore surveying, and in the case of other engineers a certain amount of shop work, must be made up before graduation. This can usually be done in a summer session, and it is recommended that the summer following graduation at Lawrence be spent at the University in removing all conditions and in becoming adjusted to the technical course.

Freshman.	Sophomore.	Junior.	Senior.
Rhetoric 6 German or French 8 Chemistry 10 Algebra 3 Trigonometry 3 Higher Algebra 2 Physical Educ.1	Analytic Geom. 6 Mechanical Drawing 6 Physics 10 Physical Educ. 2 Elective (See list below)	Calculus 6 Descriptive Geom. 4 (or Mechanics) Physical Educ. 1 Elective	Calculus 4 Mechanics 6 (or Descr. Geom.) Elective

The electives must be chosen from the list below, subject to the following restrictions:

1. Surveying (6 hrs.) is required of all but chemical engineers.

2. Astronomy (6 hrs.) is required of civil engineers.

3. At least four hours of economics are required of all.

4. No more than the specified number of hours may be elected in any one subject.

5. Not more than 17 hours can be taken in any semester, except as extra hours may be allowed under the rules for same.

Chemistry	Surveying 6	Biology 10	Psychology 6
Physics	Astronomy 6	Economics 10	Education 6
Mathematics	Geology 8	History 6	Hebrew
Advanced Rhetoric	Mineralogy 4	Literature 6	History 3
			Christian Evidences 3

TEACHING.

The course is especially designed to prepare teachers for high school work. It is not outlined in years, as it will vary with the subjects the student wishes to prepare to teach. The following outline will, however, be suggestive:

Major subject (the subject which the student expects to teach should constitute the major.)

Minor subject. (In the General Culture Groups the minor which correlates best with the major selected will be indicated.)

PSYCHOLOGY. 1. General Psychology. 2. Educational Psychology. 3. Experimental Psychology.

EDUCATION. 1. History of Education. 2. Comparative Education. 3. Philosophy of Education. 4. Principles of Teaching and Observation. 5. School Administration. 6. Social Education. 7. Teacher's courses in

major and minor subjects the student purposes to teach. For a description of these see Department of Education under Description of Courses.

A certain amount of observation work is also required.

NORMAL SCHOOLS.

Graduates from the present German and Latin courses of the state normal schools of Wisconsin are granted sixty-four unit hours college credit toward the Bachelor of Arts degree, provided, that in the selection of courses in the normal school, courses of college grade be selected, preferably from Science and Mathematics; and provided further, that students taking elementary foreign languages in the normal school, must comply with the same language requirements as students entering the college with no foreign language.

Graduates from the present English course at the state normal schools of Wisconsin, are granted sixty-four unit hours credit toward the Bachelor of Philosophy degree. In the selection of courses for graduation from Lawrence College at least sixteen unit hours of foreign language must be chosen.

SCHEDULE OF RECITATIONS

FIRST SEMESTER 1911-12

8:00

Bible 1	M		W		F	Mathematics 1	M		W		F
Bible 3		T		Th		Mathematics 6		T		Th	
English 3		T		Th		Physics 2	M		W		F
English 4		T		Th		Physics 3		T			
French 1		T	W	Th	F	Psychology 1	M		W		F
Geology 6			W			Psychology 4 or 5		T		Th	
German 1		T	W	Th	F	Rhetoric 1	M		W		F
Greek 1		T	W	Th	F	Sociology 10		T	W	Th	F
History 10	M		W		F	Zoology 6		T		Th	

9:00

Chemistry 1		T		Th		Greek 2		T	W	Th	F
Education 3	M		W		F	History 5		T		Th	
Economics 3		T		Th		Mathematics 1	M		W		F
English 4	M		W		F	Mathematics 5	M		W		F
English 6		T		Th		Philosophy 3 or5	M		W		F
French 4	M		W		F	Phys. Educ. 1	M		W		F
German 2	M		W	Th	F	Rhetoric 1	M		W		F
German 6	M		W		F	Rhetoric 2		T		Th	
German 8				Th		Zoology 5					F
Geology A	M		W		F						

10:00

Chemistry 4	M		W			History 1	M		W		F
Economics 1		T		Th		Latin 1		T	W	Th	F
English 12		T		Th		Latin 2	M				
English 20	M		W			Mathematics 4	M		W		F
French 6	M		W		F	Philosophy 2	M		W		F
Geology 7	M		W		F	Phys. Educ. 2		T		Th	
German 3	M		W		F	Physics 4	M		W	Th	F
German 5				Th		Religion 6		T		Th	
German 11		T		Th		Zoology 6	M		W		F

11:00

Bible 1	M		W		F	German 1	M	T	W		F
Bible 4		T		Th		German 3	M		W		F
Biology 1		T		Th		German 5				Th	
Botany 9					F	Greek 9	M		W		F
Chemistry 2	M					History 1	M		W		F
Chemistry 3			W			History 3		T		Th	
Economics 2	M		W		F	Latin 5	M		W		F
Education 5		T		Th		Latin 7		T		Th	
Education 7	M		W		F	Mathematics 1	M		W		F
Elocution 1		T		Th		Phys. Educ. 2		T		Th	
English 8	M		W			Physics 1	M	T	W	Th	
English 22		T		Th		Psychology 1	M		W		F
Engineering 4	M		W		F	Rhetoric 1	M		W		F
French 1		T	W	Th	F	Engineering 3		T		Th	
Geology 3	M		W		F	Greek 11		T		Th	

1:30

Botany 7		T		Th		Mathematics 1	M		W		F
Chemistry 6	M	T	W	Th		Physics 6	M		W		F
Elocution 4					F	Politics 6	M	T	W	Th	
Engineering 1	M					Rhetoric 1	M		W		F
French 2		T	W	Th	F	Religion 4		T		Th	
Greek 4		T	W	Th	F	Zoology 2			W		F
Latin B	M	T	W	Th	F						
Phys. Educ. 1	M		W		F						

2:30	Astronomy 1	M		W		F	Greek 6 and 7	M		W		F		
	Chem. 1, Sec. 1	M					Elocution			T		Th		
	Chem. 1, Sec. 2			W			History 9	M		W		F		
	Chemistry 2			W			Latin A	M	T	W	Th	F		
	Debate		T		Th		Missions				Th	F		
	Ethics 1		T		Th		Phys. Educ. (women)		T		Th			
	German 10	M		W										
3:30	Art 1 or 2		T		Th		Greek 14	M		W				
	Bible 6		T				Spanish	M		W		F		
	Comp. Religion				Th	F	Phys. Educ. (women)		T		Th			
	Philosophy 1		Th	Eve			Politics Seminar			T	Eve			
	Economic Seminar		T	Eve			Sociology Seminar			Th	Eve			
	Education 9		T	Eve			Greek 10			T	Eve			

HOURS TO BE ARRANGED.

Hebrew
Chemistry 8
Physics 7
Engineering 2
Teachers' Botany

SCHEDULE OF RECITATIONS

SECOND SEMESTER 1911-12

8:00	Bible 2	M		W		F	Mathematics 2	M		W		F		
	Bible 3		T		Th		Physics 2	M		W		F		
	Education 2		T		Th		Physics 3		T					
	English 15		T		Th		Psychology 2	M		W		F		
	English 17		T		Th		Psychology 4 or 5	T			Th			
	French 1		T	W	Th	F	Rhetoric 1	M		W		F		
	Geology 5		T		Th		Sociology 11 or 14		T		Th			
	German 1		T	W	Th	F	Zoology 6		T		Th			
	Greek 1		T	W	Th	F								
	History 11	M		W		F								
	Mathematics 6		T		Th									
9:00	Chemistry 1		T		Th		History 6		T		Th			
	Education 4	M		W		F	Mathematics 2	M		W		F		
	English 5	M		W		F	Mathematics 5	M		W		F		
	French 5	M		W		F	Philosophy 4 or 5	M		W		F		
	German 2	M		W	Th	F	Phys. Educ. 1	M		W		F		
	German 7	M		W		F	Rhetoric 1	M		W		F		
	German 8				Th		Sociology 12		T		Th			
	Greek 3		T	W	Th	F	Zoology 5					F		
10:00	Chemistry 4	M		W			Latin 1		T	W	Th	F		
	Economics 1		T		Th		Latin 2	M						
	English 13		T		Th		Mathematics 4	M		W		F		
	English 20		T		Th		Philosophy 2	M		W		F		
	Ethics 3		T		Th		Philosophy 6			W		F		
	French 7	M		W		F	Physics 4	M		W	Th	F		
	German 4	M		W		F	Phys. Educ. 2		T		Th			
	German 5				Th		Zoology 4	M		W		F		
	German 11		T		Th									
	History 2	M		W		F								

11:00

Bible 2	M		W		F	French 1			T	W	Th	F								
Bible 5		T		Th		German 1	M	T	W		F									
Biology 1		T		Th		German 4	M		W		F									
Botany 9					F	German 5					Th									
Chemistry 2	M					Geology 2		T		Th										
Chemistry 3			W			Geology 4	M		W		F									
Economics 4		T		Th		Greek 11		T		Th										
Education 6		T		Th		Greek 9	M		W		F									
Education 8	M		W		F	History 2	M		W		F									
Elocution 2		T		Th		History 4		T		Th										
Engineering 4	M		W		F	Latin 5	M		W		F									
Engineering 3		T		Th		Latin 7		T		Th										
English 7	M		W		F	Phys. Educ. 2		T		Th										
English 11		T		Th		Physics 1	M	T	W		F									
						Psychology 3	M		W		F									
						Rhetoric 1	M		W		F									

1:30

Botany 8		T		Th		Greek 13	M													
Chemistry 7	M	T	W	Th		Latin B	M	T	W	Th	F									
Elocution 4					F	Mathematics 3		T		Th										
Engineering 1	M					Phys. Educ. 1	M		W		F									
French 3		T	W	Th	F	Physics 5	M		W		F									
Geology 8	M				F	Politics 7		T	W	Th	F									
Greek 5		T	W	Th	F	Rhetoric 1	M		W		F									
Religion 5		T		Th		Zoology 3			W		F									

2:30

Astronomy 2	M		W		F	Greek 6 or 7	M		W		F									
Chem. 1, Sec. 1	M					History 16	M													
Chem. 1, Sec. 2			W			Latin A	M	T	W	Th	F									
Debate		T		Th		Missions					Th	F								
Elocution 2		T		Th		Phys. Educ.														
Chemistry 2			W			(women)			T		Th									
Ethics 2		T		Th																
German 10	M		W																	

3:30

Art 1 or 3		T		Th		Spanish	M		W		F									
Bible 6		T				Phys. Educ.														
Comp. Religion				Th	F	(women)			T		Th									
						History 13	M													

Philosophy 1	Thurs Eve	Politics Sem.	Tues Eve
Economics 5	Thurs Eve	Sociology Sem.	Thurs Eve
Education 9	Tues Eve		

HOURS TO BE ARRANGED.

Hebrew	Engineering 2
Mathematics 9	Teachers' Botany

LABORATORY AND FIELD PERIODS.

Throughout the Year.

Physics 3	8:00 - 10:20	T Th	
Physics 4	8:00 - 10:20	T Th	9:20 - 12:20 Fri.
Chemistry 1, Sec. 1	10:20 - 12:20	T Th	8:00 - 10:00 Sat.
Chemistry 1, Sec. 2	2:30 - 5:00	T Th	8:00 - 10:00 Sat.
Chemistry 2-3-5	1:30 - 5:00	M T W Th F	8:00 - 12:00 Sat.
Biology 1, Sec. 1	9:20 - 11:20	T Th	10:00 - 12:00 Sat.
Biology 1, Sec. 2	2:30 - 5:00	M W	10:00 - 12:00 Sat.
Zoology 4 and 5	1:30 - 5:00	M T W Th	8:00 - 12:00 Sat.
Engineering 1	1:30 - 4:30	W F	
Engineering 2			9:00 - 12:00 Sat.
Engineering 3	1:30 - 4:30	T Th	

DESCRIPTION OF COURSES

I. ANCIENT AND MODERN LANGUAGES.

A. Greek. Professor Trever.

The purpose of the work in Greek is to acquire the ability to read with ease and appreciation the masterpieces of Greek Literature, and thereby to gain an entrance into the inner thought and life of the Greeks. This purpose is impressed upon the mind of the student, not as a mere ideal, but as a practical working principle. Though thorough grammatical knowledge is insisted upon, this and all other purposes are made secondary to that enunciated above.

Course 1 is for beginners. Students who, upon entrance to college, have already completed the equivalent of this course, may obtain if they desire, four years of advance work in the language.

1. Elementary Greek.—*Throughout the year. Tu. W. Th. F.* 8:00. *Credit,* 8 *hours.*

The purpose in this course is, in so far as possible, to accomplish in one year the ordinary preparatory work in Greek of three semesters. Gleason's Greek primer, followed by Gleason's "Story of Cyrus," Selections from Anabasis or the Gospel of Mark.

2. Homer.—*First Semester. Tu. W. Th. Fri.* 9:20. *Credit,* 4 *hours.*

Selections form the Iliad. Study of Homeric questions. Comparison with other epics. Twenty lessons in easy Greek prose and review of grammer.

3. Homer.—*Second Semester. Tu. W. Th. F.* 9:20. *Credit,* 4 *hours.*

Rapid reading of several books of the Iliad and Odyssey, the remainder being read in translation, and reported by the class. Study of the early Greek life and Mythology.

4. Historians.—*First Semester. Tu. W. Th. F.* 1:30. *Credit,* 4 *Hours.*

Herodotus, "The Persian Wars," Thucydides, "The Sicilian Expedition" or selcetions from the "Hellenica" of Xenophon.

5. Plato.—*Second Semester. Tu. W. Th. F.* 1:30. *Credit,* 4 *hours.*

Apology, Crito and Phaedo. These are supplemented by reading from Xenophon's "Memorabilia" and "Symposium," and Aristophane's "Clouds," in the endeavor to gain a complete picture of the life and character of Socates.

6. Tragedy and Lyric Poetry.—*Throughout the year. M. W. F.* 2:30. *Credit* 6 *hours.*

One play from each of the three tragedians, and selections from the lyric poets. Comparison of the tragedies with modern dramas, and with each other. Study of the Greek Theatre. Lessons in advanced Greek prose composition.

7. Orators.—*Throughout the Year. M. W. F.* 2:30. *Credit,* 6 *hours. Alternates with Greek* 6.

Selections from the Canon of the Attic Orators, followed by a thorough study of Demosthens' "De Corona." In this course a careful study is made of the development of Greek oratory, and of the life and times of Demosthenes. Comparsion with modern civic eloquence. Lessons in advanced prose composition.

8. Comedy.—Aristophanes, two plays. First semester. Two hours credit.

9. New Testament Greek.—*Throughout the year. M. W. F.* 11:20. *Credit,* 6 *hours. Alternates with course* 10.

An inductive study of the Gospel of John. Text, Harper's "Introductory New Testament Greek Method." The work is supplemented by the Gospel of Mark. Open only to beginners.

10. Selected Epistles of Paul.—*First semester. Tu.* 7-9 *P. M. Credit,* 2 *hours.*

Rapid reading and interpretation on the basis of the Greek text.

Greek Literature, History, and Antiquities.—The following courses are open to all students, and require no knowledge of Greek.

It is a commonly recognized fact that Greek literature and civilization have had a leading part in the development of modern literature and institutionss. Turn to what phase of life we will, to Civics, Art, Oratory, Philosophy, Poetry in its several branches, we find the evident marks of Greek influence. Plastic art cannot be studied except by constant reference to Athens. The modern, complex state is studied to best advantage after a thorough grounding in the essentials of the ancient city-state. But above all, much of the best of our English poetry cannot be highly appreciated without an acquaintance with Homer and the Attic Dramatists. The student of English Literature, especially, cannot afford to neglect Greek poetry, for many of our best English poets literally lived and breathed in its atmosphere. It is here they learned their poetic music,

their lyric flights, their sublime imagination, and their boldness to grapple with life's profoundest problems.

The purpose of the following courses is then to open the door to a wider appreciation of Greek Literature and institutions for all college students, but especially for students of English poetry and history.

11. The Greek Drama in English.—*Throughout the year. Tu. Th.* 11:20. *Credit,* 4 *hours.*

A careful study of the origin, development, and literary characteristics of the Greek drama, introduced by a few lectures on Greek epic and lyric poetry. Representative tragedies and comedies are studied critically. Comparison of the dramatists with each other and with modern, constant reference to English Literature.

12. Greek History to the Conquest of Alexander.—*Second Semester. M. W.F.* 11-12. *Credit,* 3 *hours. Not Given in* 1911-1912.

Considerable reading of translations from the Greek classics required, as a study of the sources.

13. The Private Life of the Greeks.—*Second Semester. M.* 1:30. *Credit,* 1 *hour.*

Studied from Greek Literature and the monuments.

14. Greek Sculpture and Architecture.—*First Semester. M. W.* 3:30. *Credit,* 2 *hours.*

An appreciative study of the History and general principles of Greek Plastic Art, as an introduction to general art study.

B. Latin. Professor Wright.

To acquire the ability to read the masterpieces of Roman literature with care, accuracy, and appreciative enjoy-

ment, is the purpose kept steadily in view. Without neglecting the necessary grammatical technicalities of the language, the chief emphasis is given to a sympathetic literary interpretation of the authors read, with proper reference to their subject matter, stylistic features, historical interest, and the mythology and antiquities involved.

The masterpieces of Cicero, Livy, Tacitus, Pliny, Vergil, Horace, Sallust, Nepos, Martial, Terence, Plautus, Tibullus, Propertius, Ovid, Juvenal, Lucretius, and Catullus, are made the basis of the work, and enable the student to attain a wide and thorough knowledge of the best and most characteristic aspects of Roman Life and thought as revealed in the extant literature. The possibility is offered of electing the Latin throughout the college course. Members of advanced classes are granted the privileges of the Jones Memorial Latin Library. Students who are planning to teach Latin as a profession, are given special opportunities for preparation and training.

A. Beginning Latin, Caesar.—*Throughout the year. M. Tu. W. Th. F.* 2:30. *Credit,* 10 *hours.*

A free elective course in elementary Latin and Caesar's *De Bello Gallico.*

B. Cicero, Vergil.—*Throughout the year. M. Tu. W. Th. F.* 1:30. *Credit,* 10 *hours.*

Four orations of Cicero and six books of Vergil's *Aeneid.* Exercises in writing Latin.

1. Cicero, Vergil, Horace, Terence.—*Throughout the year. Tu. W. Th. F.* 10:20. *Credit* 8 *hours.*

The *De Senectute* of *Cicero, Eclogues* of *Vergil, Odes and Epodes* of Horace, and *Phormio* of Terence. Quantitative reading of the Latin aloud. Exercises in writing Latin.

2. Ovid, Nepos.—*Throughout the year. M.* 10:20. *Credit,* 2 *hours.*

Easy translation course to supplement course 1.

3. Phaedrus, Latin New Testament.—*Throughout the year. M.* 10:20. *Credit* 2 *hours.*

Alternates with Course 2. Not given in 1911-1912.

4. Livy, Horace, Plautus.—*Throughout the year. Tu. W. Th. F.* 10:20. *Credit,* 8 *hours. Not given in* 1911-1912.

Selections from Livy I, II and XXI. Satires and Epistles of Horace. *Captivi* of Plautus. Exercises in writing Latin. Historical outlines of Roman Literature.

5. Pliny, Martial, Catullus.—*Throughout the year. M. W. F.* 11:20. *Credit,* 6 *hours.*

An advanced translation course. Prerequisite: Latin 1.

6. Juvenal, Tacitus; Cicero. Tibullus, Propertius. *Throughout the year. M. W. F.* 11:20. *Credit,* 6 *hours.*

Alternates with course 5. Not given in 1911-1912. Prerequisite: Latin 1.

7. Latin Composition.—*Throughout the year. Tu. Th.* 11:20. *Credit,* 4 *hours.*

Practical work in Latin writing with a review of grammatical forms and syntax. This course includes also a systematic study of Roman private life and antiquities. For prospective teachers. Prerequisite: Latin 1.

8. Teachers' Training Course.—*Throughout the year. Tu. Th.* 11:20. *Credit,* 4 *hours.*

Historical Latin Grammar: Pronunciation, Hidden Quantity, Orthography, Syntax of the Subjunctive, Syn-

tax of the Cases. Exercises in Latin writing. Purposes and methods in Preparatory Latin. Alternates with course 7. Not given in 1911-1912. Prerequisite: Latin 1.

C. Hebrew. Professor Gerechter.

Hebrew has been introduced into the curriculum to accommodate students preparing for the ministry. It is expected that a good working knowledge of Hebrew will be acquired. In an informal way, the relation of Hebrew to the other Semitic languages and a general view of this field of study will be presented. Lectures on Hebrew literature will be delivered by the professor.

1. Beginning Hebrew.—*First semester. Credit,* 4 *hours. Hours to be arranged.*

Harper.—Elements of Hebrew and Introductory Hebrew Method and Manual will be used as text-books. Lessons I to XVII, comprising the first chapter of Genesis. Written and oral exercises.

2. Beginning Hebrew Continued.—*Second semester. Credit,* 4 *hours. Hours to be arranged.*

Text-books as above. Lessons XVII to XXXIII, comprising Genesis, chapters 2 and 3. Selected reading, Genesis, chapter 24. Written and oral exercises.

3. Second Year Hebrew. *First semester. Credit,* 4 *hours. Hours to be arranged.*

Text-books same as in courses 1 and 2. Lessons XXXIII to L incl., comprising Genesis, chapters 4 to 9. Selected reading from Deuteronomy and Psalms. Written and oral exercises. Not given in 1911-12.

4. Second Year Hebrew Continued. *Second semester. Credit,* 4 *hours. Hours to be arranged.*

A general review of Grammar with selected reading from Psalms and Isaiah. Not given in 1911-12.

D. German. Professor Gerechter and Instructor Ruff.

1. Beginning German.—*Throughout the year. T. W. Th. F.* 8:00 *and M. Tu. W. F.* 11:20 *Credit* 8 *hours. First semester.*

Pronunciation, German and English Cognates. *Thomas'* Practical German Grammar, oral and written exercises. *Second semester.* Grammar, oral and written exercises. Reading: *Mueller and Wenckenbach.* Glueckauf; *Storm's,* Immensee. Conversation on text. 2

2. Second Year German.—*Throughout the year. M. W. Th. F.* 9:20. *Credit,* 8 *hours.*

First semester. Bacon, Im Vaterland, with conversation and reproduction of text. *Joyne's and Woesselhoeft's* Grammar, third part. Sight reading. *Second semester. Schiller,* Wilhelm Tell and Life of Schiller. *Wesselhoeft,* Composition, Sight reading.

3. *Baumbach,* Der Schwiegersohn; *Heryse,* Die Blinden. *First semester. M. W.. F.* 10:20 *or* 11:20. *Credit,* 3 *hours.*

4. *Schiller,* Maria Stuart.—*Second semester. M. W. F.* 10:20 *or* 11:20. *Credit,* 3 *hours.*

5. German Composition.—*Throughout the year. Th.* 10:20 *or* 11:20. *Credit,* 2 *hours.*

This course is based upon Pope's German Composition and includes work in Conversation. It is required of all students taking courses 3 and 4.

6. *Dahn,* Ein Kampf um Rom. *First semester. M. W. F.* 9:20. *Credit,* 3 *hours.*

7. *Goethe,* Egmont. *Second semester. M. W. F.* 9:20. *Credit,* 3 *hours.*

8. Advanced Composition. *Throughout the year. Th.* 9:20. *Credit,* 2 *hours.*

This course is in conjunction with 6 and 7. Pope's German Composition is used. Two original essays are required.

9. History of German Literature from 350-1625. *Throughout the year. M. W.* 2:30. *Credit,* 4 *hours.*

This course alternates with course 10. Not given in 1911-12.

10. History of German Literature from 1625.—*Throughout the year. M. W.* 2:30. *Credit,* 2 *hours.*

Bernhardt's Hauptfacta aus der deutschen Litteratur will form the basis of courses 9-10 with lectures by the professor and collateral readings from Sherver, Hedge, Gostwick and Harrison, Koenig, Baskerville, and others.

11. Scientific German.—*Throughout the year. T. Th.* 10:20. *Credit,* 4 *hours.*

For students who have had German 4 and 5 or an equivalent. Wait's German Science Reader is the basis of the work.

12. Teachers' German.—*Throughout the year. Tu. Th.* 10:20. *Credit,* 4 *hours.*

This course is intended for Juniors and Seniors who expect to become teachers.. It may be taken in connection with German 6 and 11 or 9 and 10. This course alternates with course II. Not given 1911-12.

E. French. Assistant Professor Eddy.

1. Beginning French.—*Throughout the year. Tu. W. Th. F.* 8:00 *and* 11:20. *Credit,* 8 *hours. First semester.*

Adrich and Foster's Grammar. Pour Lire Seul, d'Al-

lonne. Conversation. Prerequisite German 1. *Second semester.* Grammar. Reading, La Mere Michel et son chat. Le Voyage de M. Perrichon. Conversation, dictation.

2. Le Tour du Monde en Quatre—vingts jours, Verne.—*First semester. T. W. Th. F.* 1:30. *Credit* 4 *hours.*

Advanced Grammar work. Conversation reproduction of text, dictation, etc.

3. Hugo, Les Miserables, Moliere L'Avare. *Second semester. T. W. Th. F.* 1:30. *Credit,* 4 *hours.*

Pierrille Composition, supplementary reading, conversation, Claritie sight reading.

4. Advanced French.—*First semester. M. W. F.* 9:20. *Credit,* 3 *hours.*

Three hundred pages of reading in advanced French, together with composition.

5. Advanced French.—*Second semester. M. W. F.* 9:20. *Credit,* 3 *hours.*

Le Mariage de Figaro Beau-Marchias, Athalie, Racine, etc. Conversation. Especial attention paid to rendering students able to read French fluently at sight during this year's work.

6. History of French Literature.—*First semester. M. W. F.* 10:20. *Credit,* 3 *hours. Prerequisites French* 1-4.

Readings from Corneille, Racine, Moliere, Rousseau, and Voltaire. French reports on supplementary reading.

7. History of French Literature.—*Second semester. M. W. F.* 10:20. *Credit,* 3 *hours. Prerequisite* 1-5.

Reading; Chateaubriand, Hugo, Taine and other XIX century authors. Reports in French on supplementary reading.

F. Spanish. Assistant Professor Eddy.

Courses in Spanish will be introduced for those who desire work in this language. Courses are designed to cover two years of work. It is expected that the student will, in the time allotted to this language, acquire a rapid reading knowledge with some ability in conversation. This subject is presented in alternate years.

1. Beginner's Course.—*First semester. M. W. F.* 3:30. *Credit,* 3 *hours.*

Wagner's Spanish Grammar. Easy conversation.

2. Course 1 Continued.—*Second semester. M. W. Fri.* 3:30. *Credit,* 3 *hours.*

Grammar finished. Victoria y Otros Cuentos.

3. Second-Year Course.—*First semester. M. W. Fri.* 3:30. *Credit,* 3 *hours.*

Gil Blas Le Sage. Abridged edition. El Sombrero de Treo Picos. Alarcon Composition.

4. Second-Year Course.—*Second semester. M. W. Fri.* 3:30. *Credit,* 3 *hours.*

Jose Valdes, Marianela, Galdos. Composition.

II. ENGLISH AND PUBLIC SPEAKING.

A. English Literature. Professor Corkhill and Dean Carter.

It is the purpose of these courses to give the student a practical and first-hand knowledge of those works that are admitted to be masterpieces, and are both the foundation and the culmination of what is best in our literature. No text-books are used but the works chosen; these are read

outside the class, and the recitation period is given up to a discussion of their content, what it involves, and what principles of its particular type the whole work exemplifies. By such a method it is hoped that the study may be made practical, and that each recitation may furnish some suggestions that will be of aid to the student in his individual and self-directed reading; also, that the reading of the works chosen may inspire in him a desire to broaden his acquaintance with the whole subject of literature, and by this means contribute to his higher and fuller education.

1. LOWELL.—*First semester. Tu. Th.* 9:20. *Credit, 2 hours.*

A study of his poems, and of his period. Alternating with course 2. Not given in 1911-12.

2. LOWELL.—*First semester. Tu. Th.* 9:20. *Credit, 2 hours.*

A study of his essays, and of his period. Alternating with course 1. Not given in 1911-12.

3. THE SHORT STORY.—*First semester. Tu. Th.* 8:00. *Credit, 2 hours.*

A study of this form of literature as it appears in our present day magazines.

4. SHAKESPEARE.—*First semester. M. W. F.* 9:20. *Credit, 3 hours.*

A study of his representative plays and of his period.

5. MILTON.—*Second semester. M. W. F.* 9:20. *Credit, 3 hours.*

A study of the Paradise Lost.

6. THE PRINCIPLES OF LITERATURE.—*First semester. Tu. Th.* 9:20. *Credit, 2 hours.*

A course designed for an introduction to the other courses in this department. The chief forms of literature will be considered and works representative of each will be studied in the class.

7. The Novel.—*Second semester. M. W. F.* 11:20. *Credit,* 3 *hours.*

A study of this form of literature with a view of finding out its chief principles.

8. American Literature.—*First semester. M. W.* 11:20. *Credit,* 2 *hours.*

A general survey of the development of American lita-ture.

9. The Essay.—*Second semester. Tu. Th.* 8:00. Cre-*dit,* 2 *hours.*

Chiefly a study of Carlyle, De Quincy, Macaulay, and Arnold. Not given in 1911-12.

10. The Romantic Movement.—*Second semester. M. W. F.* 11:20. *Credit,* 3 *hours.*

A study of this period and of the principal writers be-longing to it. Not given in 1911-12.

11. The Seventeeth Century Literature.—*Sec-ond semester. Tu. Th.* 11:20. *Credit,* 2 *hours.*

A study of the literature of this century similar in scope and purpose to courses 12 and 13.

12. The Eighteenth Century Literature.—*First semester. Tu. Th.* 10:20. *Credit,* 2 *hours.*

A study of the most important conditions and influences of the literature of this period.

13. The Nineteenth Century Literature.—*Sec-ond semester. Tu. Th.* 10:20. *Credit,* 2 *hours.*

A study of the most important conditions and influences of the literature of this period.

14. TENNYSON.—*First semester. Tu. Th.* 8.00. *Credit, 2 hours.*

A study of his principal poems, and of his period. Prerequisite: Four college credits in English Literature.

15. BROWNING.—*Second semester. Tu. Th.* 8:00. *Credit, 2 hours.*

A study of his principal poems. Prerequisites: Six hours college credit in English Literature; three of which must be English 4.

16. WORDSWORTH.—*First semester. M. W. F.* 10:20. *Credit, 3 hours.*

A study of his principal poems, and of his period. Prerequisite: Six college credits in English Literature. Not given in 1911-12.

17. CARLYLE.—*Second semester. Tu. Th.* 8:00. *Credit, 2 hours.*

A study, in alternating years, of Heroes and Hero-Worship and of Sartor Resartus.

18. EMERSON.—*First semester. Tu. Th.* 10:20. *Credit, 2 hours.*

A study of his work, and of his period. Prerequisite: Six college credits in English Literature. Not given in 1911-12.

19. THE MODERN DRAMA.—*Second semester. Tu. Th.* 10:20. *Credit, 2 hours.* Not given in 1911-12.

A course in which will be considered the most noteworthy dramatic work of the 19th century. Prerequisite: Courses 4 and 7.

20. The History of English Literature.—*Throughout the year. M. W.* 10:20. *Credit,* 4 *hours.*

A brief survey of the entire course of English Literature.

21. Literary Criticism.—*Throughout the year. Credit,* 4 *hours.*

A study of the various forms of literature with a view of finding out what are their fundamental and essential principles and laws. Prerequisites: English 4, 5 and 7. Not given in 1911-12.

22. Teacher's Course.—*First semester. Tu. Th.* 11:20. *Credit,* 2 *hours.*

A course designed especially for those expecting to teach literature in high schools. The selections required in high school courses will be taken up, with a view of teaching them. Prerequisite: Nine college credits in English Literature.

Courses 1-10 are open to Freshmen.

B. Phetoric and Composition. Professor Fairfield

1. Freshman English.—*Throughout the year.* Section I, M. W. F. 8:00: Section II, M. W. F. 9:00: Section III, M. W. F. 11:00: Section IV, M. W. F. 1:30. Credit, 6 hours.

A study of the principles of effective writing in prose; training in composition. Required of all Freshmen. Students will be assigned to the various sections according to their attainments as shown by a preliminary examination.

2. Advanced Composition.—*First semester. Tu. Th.* 9:20. *Credit,* 2 *hours.*

Analysis of masterpieces of description and narration; fortnightly themes.

Attention is called to the following courses: A. Oratory, in the department of Public Speaking. B. Debating, in the department of Economics.

I VOCAL EXPRESSION.—*First semester. Tu. Th.* 11:20 *and* 2:30. *Credit,* 2 *hours.*

A study of types of literature with a view to their vocal interpretation. Analysis of the literature from the standpoint of its purpose, form, and essential inner spirit. Vocal interpretation of these elements. Emphasis is laid throughout the course upon appreciation of the literary values, and the development of the students powers in platform delivery is based upon assimilation and endeavor to express these values.

II. ORATORY AND EXTEMPORANEOUS SPEAKING.—*Second semester. Tu. Th.* 11:20 *and* 2:30. *Credit,* 2 *hours.*

The study of the laws of effective speaking. The development of the students ability to exemplify these laws, first through much extemporaneous speaking in the class and through special writing. Practice in oratorical delivery. The writing and delivery of at least one oration. Text, Phillips' "Effective Speaking."

III. DEBATE.—*Throughout the year. Tu. Th.* 2:30. *Credit,* 6 *hours.*

It is the purpose in this course to give the student a thorough knowledge of the principles of Argumentation. After he has learned to analyze a proposition, public questions are assigned, briefs and bibliographies and the argument written out in full. After this preliminary work has been completed a formal debate is held. Here, especial emphasis is laid on rebuttal and team work, and students

are freely criticized at the close of the debate. Open to all students. Text.—Fosters, "Argumentation and Debating."

IV. Delivery.—*Throughout the year.* 1:30 F. Principles of Public Delivery. The vocabulary of oratoric delivery and its development. Problems and special exercises with illustrative discussions. Application of principles to special needs of students. Development of the powers of conception, and the ability to express every phase of human experience, as a means of securing ease, simplicity, and spontaneity in all forms of speaking. Prerequisite: Public speaking 1 and 2.

III. HISTORY.

Professor Moore.

To understand our extremely complex modern society it is quite necessary to know the origin and trace the growth of our various social institutions. The history department aims to show the social unity in the development of mankind, and to make the study of all history of practical value through its relation to present day problems and conditions. Courses 1 and 2 are introductory courses and it is strongly recommended that they be taken in the Freshman year.

1. Medieval European History.—*First semester. M. W. F.* 10:00 *and* 11:00. *Credit,* 3 *hours.*

A general survey of the history of Europe from the Barbarian invasions to the end of the Middle Ages. The text book will be supplemented by lectures, collateral reading in the sources and in secondary histories, and by discussions and theses on assigned topics.

2. Modern European History.—*Second semester. M. W. F.* 10:00 *and* 11:00. *Credit,* 3 *hours.*

A general survey of the history of Europe from the Renaissance to the present time. A continuation of course 1. Prerequisite: History 1.

3. History of England.—*First semester. Tu. Th.* 11:00. *Credit, 2 hours.*

From the earliest times to the beginning of the Stuarts. Special attention will be given to the growth of the English constitution, and to the origin and development of Anglo-Saxon customs and institutions which still exist or which have greatly influenced present day conditions. Text-book supplemented by lectures, collateral reading, and theses.

4. History of England.—*Second semester.—Tu. Th.* 11.00. *Credit, 2 hours.*

From the beginning of the Stuarts to the present time. Continuation of course 3. Prerequisite: History 3.

5. Mediaeval Civilization and the Renaissance.—*First semester. Tu. Th.* 9:00. *Credit, 2 hours.*

An attempt to give a clear concise presentation of the life of the later Middle Ages. Topics such as the following will be considered: Government, law, feudalism, warfare, chivalry, agriculture, manufactures, trade, communes, gilds, the church, universities, literature, art, architecture, philosophy and science, inventions and discoveries, scholasticism, humanism, meaning and significance of the Renaissance. Recommended as a prerequisite to, or in conjunction with the History of Philosophy. Text-books, lectures, collateral reading, theses. Prerequisite: History 1 and 2.

6. Protestant Reformation and Thirty Years War.—*Second semester. Tu. Th.* 9:00. *Credit, 2 hours.*

Conditions in Europe at the opening of the sixteenth

century. Reform movements and heresy during the Middle Ages. Religious reformers of the sixteenth century. The Reformation in each of the leading European countries. Counter Reformation. The Thirty Years' War. Text-books, lectures, collateral reading, theses. Prerequisite: History 1 and 2.

7. Europe in the Eighteeth Century.—*First semester. Tu. Th.* 9:00. *Credit* 2 *hours.*

Greatness and decline of France under Louis XIV and Louis XV. Constitutional and social history of England from the Revolution of 1688 to the outbreak of the French Revolution. Colonial expansion. Rise of Russia and Prussia. Special attention to the philosophy and literature of the "Age of Enlightenment,'" and to the aims and accomplishments of the Benevolent Despots. Recommended as a prerequisite to or in conjunction with History of Philosophy. Text, collateral reading, lectures, theses. Prerequisite: History 1 and 2. Not given 1911-1912.

8. French Revolution and the Napoleonic Era.—*Second semester. Tu. Th.* 9:00. *Credit,* 2 *hours.*

The Old Regime. French Revolution. Napoleon. Congress of Vienna. Industrial Revolution. Text, collateral reading, lectures, theses. Prerequisite: History 1 and 2. Not given 1911-12.

9. Europe in the Nineteenth Century.—*First semester. M. W. F.* 2:30. *Credit,* 3 *hours.*

Reconstruction of Europe after the Congress of Vienna; reaction, reforms and revolutions. Unification of Germany and Italy. Organization of European states of today. Colonies and the Eastern Questions. Present problems. Texts, lectures, collateral reading, theses. Prerequisite: History 1 and 2.

10. American History 1492-1789. *First semester. M. W. F.* 8:00. *Credit,* 3 *hours.*

The Colonial Era; the Revolution; the Confederation; the Federal Constitution. Text-book, collateral reading, lectures, and assigned topics. Prerequisite: History 1 and 2 or 3 and 4.

11. History of the United States.—*Second semester. M. W. F.* 8:00. *Credit,* 3 *hours.*

1789 to the present time. Organization of the Government; foreign affairs and the War of 1812; Missouri compromise; nullification; the slavery struggle; Civil War and Reconstruction; annexation of territory; recent and present problems. Text-books, collateral reading, lectures, assigned topics. Prerequisite: History 1 and 2 or 3 and 4.

12. Seminar in American History.—*Second semester. W.* 3:30 *to* 5:30. *Credit,* 3 *hours.*

The aim is to adapt the History Seminar to the needs and capacities of undergraduate students, to give students a clear conception of the methods of studying history and to give them a training in the use of sources. A careful and critical study of certain assigned topics connected with the history of the American people. Prerequisites: History 10 and 11. Not given in 1911-12.

13. Seminar in European History.—*Second semester. M.* 3:30 *to* 5:30. *Credit,* 3 *hours.*

A study of assigned topics connected with European History. Similar to course 12. Prerequisites: History 1, 2, and by permission of instructor.

14. History of Greece.—*Second semester.*

A detailed study of the political institutions and social life of the Greeks from the earliest times to the death of Alexander the Great. This course will be given by Prof.

Trever of the Greek Department. See Department of Greek.

15. History of Rome.—A study of the history of the Roman state from the foundation of the city until the invasions of the barbarians, with special reference to the development of the Roman constitution and the causes of the decline and fall of the Roman empire. Not given 1911-12.

16. Teachers' Course.—*Second semester. M.* 2:30. *Credit,* 1 *hour.*

A lecture course having special reference to the teaching of history in secondary schools. Lectures will be supplemented by readings and reports. Prerequisite: History 1 and 2.

IV. ECONOMICS, POLITICS, SOCIOLOGY.

Professors Rosebush and Bushnell.

The work in this department is intended to serve as a partial introduction to a comprehensive study of American society, and the end sought is the training of students to deal intelligently with matters of large public concern. In accordance with this aim, the courses are all interrelated and made vital and intensely practical; emphasis is everywhere placed upon the actual march of affairs; and the student is constantly stimulated to understand the deeper and more fundamental trend of events.

Economics.

1. Introductory Economics.—*Throughout the year. Tu. Th.* 10:20. *Credit,* 4 *hours.*

Beginning with a brief survey of the Industrial Revolution of the 18th Century and of the business and commercial development of the United States, the study takes up

in some detail the laws of the production, distribution and consumption of wealth, and their application to the current problems of capital and labor, the tariff, money and banking, monopolies, state control, Socialism, taxation etc. Seager: Introduction to Economics is used as a text, with lectures and reading assignments on the economic questions of the day. Planned especially for Sophomores, but open to other classes.

2. Economic History of the United States.—*First semester. M. W. F.* 11:20. *Credit,* 3 *hours.*

A study of the economic growth of the Nation through the successive periods of colonial development, struggle for independence, westward expansion, and industrial organization, with special reference to the history of slavery, development of inventions, the factory system, agriculture, the railroads, industrial finance and commercial expansion. Lectures and assigned readings with special use of Bogart: Economic History of the United States. Primarily for Juniors and Seniors but open to other classes. Prerequisite: Economics 1.

3. The Corporation.—*First semester. Tu Th.* 9:20. *Credit,* 2 *hours.*

A study of the organization of the modern corporation, the development of the trusts, the nature of competition and of monopoly, the problem of railways and other public service corporations, and methods of financiering and of public control. Texts used,—Jenks: The Trust Problem, and Clark: The Control of Trusts, supplemented with lectures and collateral readings in such works, as Ely's Evolution of Industrial Society, Hobson's Evolution of Modern Capitalism, Meade's, Trust Finance, and in current magazines. Prerequisite: Economics 1.

4. Banking and Finance. *Second semester. Tu. Th.* 11:20. *Credit, 2 hours.*

Beginning with a study of modern business finance, the development of the stock market, and of Wall Street in particular, the course takes up such questions as trust funds, brokage, investments, panics, corners, the money market, and foreign exchange, and concludes with a discussion of the methods and functions of modern banking in this country and in Europe. Texts,—Pratt: The Work of Wall Street, and Fiske: The Modern Bank, with reading references to Cleveland: Funds and their uses, and to current literature on the subject. Prerequisite: Economics 3.

5. Economic Seminar.—*Throughout the year. Tu.* 7:00. *Credit, 4 hours.*

A research course for Juniors and Seniors in which particular economic problems are discussed, in a meeting of two hours once a week, reports of readings and a paper on some phase of the work being required of each member. Prerequisites: Economics 1. and one other economics course. The instructor should be consulted in arranging to take the course.

POLITICS.

6. American Politics.—*First semester. Tu. W. Th. F.* 1:30. *Credit, 4 hours.*

A study of the forms, principles and actual workings of the American local, state and national governments, with discussions of present political standards, party platforms, business influences and political tendencies of the time. Special attention is given to current literature on the subject. Primarily for Sophomores but open to other classes.

Text, Hart: Actual Government, or Beard: American Government and Politics.

7. World Politics.—*Second semester. Tu. W. Th. F.* 1:30. *Credit,* 4 *hours.*

The aim of this course is to obtain a clear view of the chief political problems and plans of the leading nations of the world, with an outline of the frame of government of England and of Germany in particular, and a survey of the most important questions of colonial administration and international relationship, as touching especially the future of the countries bordering on the Pacific Ocean. Texts,—Moran: English Government, and Reinsch: World Politics, brought down to date and supplemented with lectures and assigned readings. Planned especially for Juniors and Seniors but open to others who have had the Prerequisite: Politics 6.

8. International Law.—*Credit,* 3 *hours.*

A systematic discussion of the subjects, sources, and divisions of international law, and of the general system of rules of peace, war, and neutrality now operating among civilized nations. Text,—Lawrence: Principles of International Law. Prerequisites: Politics 6 and 7. (Omitted in 1911-12).

9. Politics Seminar.—*Throughout the year. Tu.* 7:30. *Credit,* 4 *hours.*

A research course for Juniors and Seniors meeting two hours once a week. Subject in 1911-12, The Monroe Doctrine. Applicants consult the instructor.

SOCIOLOGY.

10. Introductory Sociology.—*First semester. Tu. W. Th. F.* 8:00. *Credit,* 4 *hours.*

Considering, first, Sociology as a science and its relation to other sciences, the course takes up the study of (a) social conditions—the facts and problems of the present social order particularly in the United States, (b) social history—outline of the struggle in Europe and America for democracy, (c) social evolution,—the principles and trend of the development of institutions and customs in society, (d) social organization,—the nature of the individual and of society as phases of associated life, and (e) social reform,—the methods by which the principles of human association and development may be applied to the solution of our present social problems. Text,—Dealey: Sociology, with lectures and assigned readings on live social questions of the day. Primarily for Juniors and Seniors; others by special permission.

11. American Cities.—*Second semester. Tu. Th.* 8:00. *Credit,* 2 *hours.*

A study of American cities from the standpoints of home life, civic art, government, sanitation, education, recreation, business and other social problems; with special reference to the present crisis of democracy induced by the rapid, uncontrolled development of our great cities. Each member of the class will select a large American city for special study and report in a paper near the end of the course. Text,—Wilcox: The American City, supplemented with lectures and reading references. Primarily for Juniors and Seniors. Prerequisite: Sociology 10 or Economics 1 or Politics 6.

12. Social Duties.—*Second semester. Tu. Th.* 9:20. *Credit,* 2 *hours.*

A course designed to give a general survey of the social duties of American citizenship (such as every intelligent citizen should have) covering the needs of the family, neg-

lected children, the working man, rural communities, public health, the church, amusements, educational agencies, philanthropies, the government and relations to foreign peoples. Special attention will be given to the social problems and duties of the American women. The point of view of the course is broadly Christian. The text,—Henderson: Social Duties, with lectures and assigned readings.

13. Social Psychology.—See Department of Philosophy.

14. Social Aesthetics.—*Second semester. Tu. Th.* 8:00. *Credit, 2 hours.*

The expenditure of the income of the American people is the subject matter of this course. The laws governing the ideal expenditure of wealth are stated, a critical study of national expenditure is made, the methods are discussed for bettering industrial surroundings, beautifying cities, and promoting a love for other forms of art.

15. Sociology Seminar. *Throughout the year. Th.* 7:00 *One meeting each week for two hours. Credit,* 4 *hours.*

A research course for Juniors and Seniors on Problems of American Democracy using as reference guides Edwards: Studies in American Social Conditions, with lectures and special reports. Prerequisites: Sociology 10, and either Politics 6 or Economics 1.

V. MATHEMATICS, ENGINEERING, AND ASTRONOMY.

Professor Lymer and Mr. Deming.

Although the primary aim of this department is to train the mind to think logically on all subjects, yet the topics are so selected as to lay the foundation for the professions of engineering and architecture. To this end the work is made largely practical.

Students majoring in mathematics are advised to take courses 1-5, and either 6 or 8 or Engineering 4 (Mechanics). Astronomy and other courses in Engineering may not count on a major or minor. A minor should consist of Mathematics 1-4.

Engineering students are advised to take the Pre-Engineering Group as outlined.

A. Mathematics.

1. ALGEBRA.—*First semester. Four sections. M. W. F.* 8:00, 9:00, 11:00, 1:30. *Credit,* 3 *hours.*

A review of quadratics and simultaneous quadratics; graphical representation, the progressions, binomial theorem, logarithims, permutations and combinations, theory of equations. First semester. Text, Hawke's Advanced Algebra.

2. TRIGONOMETRY.—*Second semester. Two sections. M. W. F.* 8:00. *and* 9:00. *Credit,* 3 *hours.*

Plane and spherical. Special emphasis is laid upon the solution of triangles. Text, Phillips and Strong.

3. HIGHER ALGEBRA. *Second semester. Tu. Th.* 1:30. *Credit,* 2 *hours.*

Complex numbers, undetermined coefficients, partial fractions, theory of equations, infinite series. Text, Rietz and Crathorne. Prerequisite: Mathematics 1 and 2, or may be taken with course 2.

4. ANALYTIC GEOMETRY.—*Throughout the year. M. W. F.* 10:20. *Credit,* 6 *hours.*

The straight line, conic sections, solid geometry. A few higher plans curves are discussed. Text, Fine and Thompson. Prerequisite: Mathematics 1 and 2.

5. Calculus.—*Throughout the year. M. W. F.* 9:00. *Credit,* 6 *hours.*

Limits, differentiation, applications to geometry and mechanics, maxima and minima, series and expansion, integration, areas, volumes. Integration as the inverse of differentiation is developed side by side with the latter. Text, Murray. Prerequisite: course 4.

6. Advanced Calculus.—*Throughout the year. Tu. Th.* 8:00.—*Credit,* 4 *hours.*

Further application of the differential calculus to curvature, envelopes, singular points, curve tracing. Integration of more difficult types, multiple integrals; a brief treatment of ordinary differential equations. Text, Murray. Prerequisite: course 5.

7. Teacher's Course.—*Second semester. Hours to be arranged. Credit,* 2 *hours.*

Open to Juniors and Seniors. History and teaching of elementary mathematics. Content and arrangement of courses. Text-books and methods of teaching. Model classes conducted by the members. Prerequisite: nine hours of college mathematics. Alternate years; (not given 1911-12).

8. Projective Geometry.—*Throughout the year. Hours to be arranged. Credit,* 4 *hours.*

Geometry of position, with extensive use of analytic methods. A large number of problems will be solved. Prerequisite: course 4. Alternate years (not given 1911-12).

9. Differental Equations.—*Second semester. Hours to be arranged. Credit,* 2 *hours.*

Ordinary differential equations, with applications to physics and geometry. Text, Murray. Prerequisite: course 6, or may be taken with 6. Alternate years. Given 1911-12.

B. Engineering.

1. MECHANICAL DRAWING.—*Throughout the year. M.* 1:30. *W. F.* 1:30-4:30. *Credit,* 6 *hours.*

This work includes free-hand lettering, exercises involving the use of all instruments, geometrical constructions, isometric, cabinet and elementary orthographic projection. Special attention is given to free hand lettering, tracing, and blue print work, and the drawing of machine parts. One lecture or recitation and six hours drafting per week.

2. DESCRIPTIVE GEOMETRY.—*Throughout the year. Sat.* 9:00-12:00. *Credit,* 4 *hours. Class hour to be arranged.*

Given partly as a theoretical and partly as an applied subject. The solution of problems relating to the point, line, and plane; surfaces; plane sections; intersections, and developments. Text: Phillips and Millar. One recitation and three hours drawing per week. Prerequisite: Mechanical Drawing.

3. SURVEYING.—*Throughout the year. Tu. Th.* 11:00 *Tu. Th.* 1:30-4:30. *Credit,* 6 *hours.*

Special attention is given to the use, care and adjustment of instruments, and the solution of problems in connection with the plane table, transit, and level. The work includes different methods of measuring angles, running traverses, differential and profile leveling, establishing grade lines, computation of areas, land surveying, especially the United States system of land subdivision. Raymond's Plane Surveying is used as a text, and Pence and Ketchum's Surveying Manual is used as a guide for field work. Fee $2.50 per semester. NOTE: In this course office work and computation of field notes are substituted for field work during the winter months.

4. Mechanics.—*Throughout the year. M. W. F.* 11:00. *Credit,* 6 *hours.*

Statics and Dynamics. Resolution and composition of forces, center of gravity, attraction, equilibrium with applications; laws of motion, moment of inertia and rotation, work and energy, impulse and momentum. Graphic and analytic Mechanics. Prerequisite: Mathematics 5; or may be taken with course 5.

C. Astronomy.

1. General Astronomy.—*First semester. M. W. F.* 2:30. *Credit,* 3 *hours. No prerequisite, but not open to freshmen. Alternate years Given* 1911-12).

A historical and descriptive course, designed to give the student a broad view of the science, and of the methods of observation. Familiarity is sought with the principal constellations and the brighter stars, and frequent use is made of the telescope in the study of the heavenly bodies. This course requires only the simplest mathematical operations, and is complete without course 2. Text: Young's Manual.

2. Practical Astronomy. *Second semester. M. W. F.* 2:30. *Credit,* 3 *hours.*

Methods of taking and reducing observations, determination of time, latitude and longitude, azimuth, micrometic measurement of double stars and planets. Special attention is given to the astronomy of engineering. (About half the time, is spent in laboratory work in the evening). Text: Comstock's Field Astronomy, with references to Loomis, Doolittle, etc. Prerequisite: Trigonometry and Astronomy 1. Alternate years (Given 1911-12).

VI. NATURAL SCIENCE.

A. Physics. Professor Treat.

The work in Physics is designed to develop in the student the ability to observe accurately, to reason logically, and to demonstrate the validity of his conclusion experimentally. To this end, use is made of text-books, reference library, laboratories and lectures, as occasion demands or the nature of the particular subject requires. The Stephenson Hall of Science was planned to meet the requirements of the rapidly growing interest in and importance of, science work and is entirely adequate to all demands made upon it.

In the experimental work, an outline manual is followed, the student being required to consult such authorities as Hastings and Beach, Carhart, Barker, Watson, Preston, Maxwell, Rowland, Jackson, Tesla, etc. These books are kept in the department library adjoining the laboratory. Here are found also such laboratory books as Whiting, Stewart and Gee, Tory and Pitcher, Nichols, Klohrausch, Ames and Bliss, Milliken, Glazebrook and Shaw, Loudon and McLennan, Austin and Thwing, etc. The student, by frequent use, becomes acquainted with the works of the best authors upon the subject of physics, and, in many cases, has brought before him the several practical methods for the experimental solution of the problem under consideration.

1. General Physics.—*Throughout the year. M. T. W. Th.* 11:00. *Credit,* 8 *hours.*

Mechanics, Sound and Light. Heat and Electricity. This course is offered specially for students who do not expect to take the more advanced and somewhat technical courses of the department. Freshman mathematics not a Prerequisite.

Laboratory work, 2½ hours per week at hours indicated on schedule.

2. General Mathematical Physics.—*Throughout the year. M. W. F.* 8:00. *Credit,* 6 *hours.*

Six hours—Mechanics and Heat; Sound, Light, and Electricity. Recitations and Lectures illustrated by experiments and by use of the lantern. Prerequisite, Freshman mathematics. It is advised that students taking this course, be enrolled in the class of Analytical Geometry, unless they have completed that subject.

3. Physical Measurements.—*Throughout the year. Tu.* 8:00. *Laboratory hours as shown in schedule. Credit,* 4 *hours.*

Mechanics and Heat; Sound, Light, and Electricity. Students in Engineering courses should take this work in connection with Course 2. It is open also to other students enrolled in Course 2.

4. Electricity and Magnetism.—*First semester. M. W. Th. F.* 10:20. *Credit,* 10 *hours.*

Elementary theory and the use of direct and alternating machinery, together with the study of the instruments for the regulation, measurement and use of electric currents. Recitation and lectures three or four times per week in connection with laboratory work in electric measurements, testing, standardizing, etc.

5. Optics.—*Second semester. M. W. F.* 1:30. *Credit,* 3 *hours.*

The course includes a study of light and of lenses, distortion, aberration, correction, application in optical instruments. Special attention will be given to projection apparatus and camera lenses, and sufficient work along lines of photography will be required to enable the student to

prepare his own lantern slides. Prerequisites: One year college Physics and one year General Chemistry.

6. Heat.—*First semester. M. W. F.* 1:30 *Credit,* 3 *hours.*

The course deals with the subject in a more strongly mathematical way than the previous courses.

Prerequisite one year college physics and mathematics including elementary calculus.

7. Teachers' Physics.—*Throughout the year. Hours to be arranged. Credit,* 4 *hours.*

History of Physics. Development of the Physical Laboratory. Pedagogy as applied to physics. Text-books and laboratory courses. Individual experience in organizing and conducting laboratory work, and in experimenting before the class.

Prerequisite, at least a minor in Physics. Not given in 1911-12.

B. Chemistry. Professor Youtz, Mr. Scheffel, and Miss Souther.

The aim of the work in Chemistry is to lead students into an accurate and systematic knowledge of the principles underlying chemical phenomena. Emphasis is placed on principles rather than on details, with the intention to render the subjects valuable for general culture while at the same time they may furnish a thorough fundation for those who may follow chemistry professionally, or as an adjunct in other scientific or technical lines.

1. General Inorganic Chemistry.—*Throughout the year. Tu. Th.* 9:20 *and M. or W.* 2:30. *Credit* 10 *hours.*

Introduction. The first part of the course is devoted to a study of the laws of chemical union, solution, acids,

bases, salts, atoms, molecules, valency, ionization, vapor density and the gas laws, atomic masses, molecular formulae, chemical equations, etc., developed quantitatively as far as seems consistent for beginners. In presenting these phases of the subject hydrogen, oxygen, water, chlorine, and hydrochoric acid, are studied in considerable detail. Following this is a systematic study of the history, occurrence, preparation, properties, and compounds of the common elements taken in the order of their valency with hydrogen for the acid forming elements, and according to the usual grouping in analysis for the basis. The time is divided about equally between laboratory, and lecture or quiz. Three lectures or recitations, and five hours laboratory per week. Prerequisites: Elementary Physics and Algebra.

2. Qualitative Analysis. *Throughout the year. M.* 11:20 *and W.* 2:30. *Credit,* 8 *hours.*

A systematic study of the bases and acids, beginning with the simpler compounds, and finally analysing complex mixtures. Text-book: Dennis and Whittelsey's Qualitative Analysis. One or two lectures or recitations, and five to eight hours laboratory per week. Prerequisite: Chemistry 1.

3. Quantitative Analysis. *Throughout the year. Lecture, W.* 11:20. *Credit,* 8 *hours.*

The theory is given from outline notes, with readings from Olsen's Quantitative analysis, Treadwell's Quantitative Analysis, Miller's Quantitative Analysis for Mining Engineers, Sherman's Organic Analysis, and others for reference. Miller's Calculations of Analytical Chemistry is used for the stoehiometrical work. Among the analyses made in this course are the following: Sodium chloride and its purification, preparation and analysis of potassium

magnesium sulphate, coal, potassium alum, iron ammonium alum, iron ore, spiegel, limestone, feldspar, steel or iron, ores of copper, lead, nickel and cobalt, arsenic, antimony, zinc, chromium, acidmetry and alkalimetry, bleaching powder, sanitary water analysis, milk, cereal, fertilizer, sugar, oils and soaps. Selections are made from the above to fit the needs of the various students expecting to follow chemical, engineering, medical, agricultural or other lines, and credit will be allowed according to the amount of work chosen.

4. Organic Chemistry.—*Throughout the year. Lectures, M. W.* 10:20. *Credit,* 4 *hours.*

The more important classes of the carbon compounds are considered mainly as outlined in Remsen's Organic Chemistry. Prerequisites: Chemistry 1.

5. Organic Chemistry.—*Throughout the year. Credit,* 6 *hours.*

Laboratory course. This course is designed particularly for those who are specializing in chemistry, or for those who expect to follow medicine or pharmacy, though any who are fitted may enter the course. A large number of syntheses are made illustrating the more common class reactions, and methods in the chemistry of the carbon compounds. Ultimate organic analysis, and vapor density determinations are included as a part of the course. Eight hours laboratory. This course should be taken in connection with Chemistry 4. Prerequisites: Chemistry 1 and 2.

6. Industrial Chemistry.—*First semester. M. T. W. Th.* 8:00. *Credit,* 4 *hours.*

This is a lecture course. The work will be selected from the following subjects: (1) Water: Composition, pollu-

tion, purification. (2) Artificial illumination: Candles, oils, lamps, petroleum, gas, electric light. (3) Explosives: gunpowder, gun cotton,nitro-glycerine. (4) Glass and ceramics. (5) Photography. (6) Sulphur and the sulphur acids. (7) Common salt, soda, bleaching powder, chlorates and allied products. (8) Caustic potash. (9) Nitric acid. (10) Sodium, alum etc. (11) Foods and drinks. (12) Fertilizers. (13) Textile fabrics, paper, bleaching, dyeing, calico printing. (14) Oils, fats, soaps, glycerine. Prerequisite: Chemistry 1.

7. Physical Chemistry.—*Second semester. Lectures, M. Tu. W. Th.* 8:00. *Credit,* 4 *hours.*

An elementary study of the laws of gases, theory of behavior of substances in solutions, irons in analytical chemistry, thermo-chemistry, and electro-chemistry. Walker's "Introduction to Physical Chemistry" is used as a guide. Prerequisite: Chemistry 1.

8. A Course for Those Expecting to Teach Chemistry and Allied Sciences.—*Throughout the year. Credit,* 2 *hours.*

Among the subjects comprised in the course are: Historical development of chemistry (Ladenburg); Underlying principles of teaching chemistry (Smith); The scope of chemistry as comprehended in secondary schools and academies. Organization and conditions of class work both in experimental demonstrations and in subject matter. The modern chemical laboratory, its use, and organization, with practice in conducting laboratory work. Open only to those who have specialized largely in chemistry.

C. Geology. Mr. Scheffel.

This department aims to give the student a knowledge of fundamental geologic facts, and encourages the appli-

cation of these facts to the discovery and utilization of natural resources and to questions of geography.

Many problems are offered for the stimulation of independent thought, and emphasis is placed upon the fact that geology is the common ground of the natural sciences, hence greatly assists the student in correlating his scientific knowledge.

Appleton and vicinity present features of unusual interest for field work in dynamic and structural geology. Hours for field and laboratory work are arranged with the classes.

A fee of one dollar per semester is charged for all courses except as noted.

A. Physical and Commercial Geography.—*First semester. M. W. F.* 9:20. *Credit,* 3 *hours. With field and laboratory work* 4 *hours.*

Text by Gregory, Keller and Bishop. A short course "Linking together the natural and social sciences", covering substantially the same field as Geology 1 and 2. Class work alone, no fee.

1. Physiography.—*Throughout the year. Tu. Th.* 9:20. *Credit,* 6 *hours.*

Text: Salisbury's *Physiography, Advanced Course,* supplemented by lectures. Students expecting to teach physiography or closely allied subjects should register for this course. Two hours class work and the equivalent of one field or laboratory period a week. The grades for the first semester will be withheld and included in the final report.

2. Geographic Influences.—*Second semester. Tu. Th.* 11:20. *Credit,* 2 *hours.*

Lectures, with frequent use of projection lantern, and

collateral reading. This is essentially a cultural course dwelling upon the response made by mankind to physiographic environment.

3. Dynamic and Structural Geology. *First semester. M. W. F.* 11:20. *Credit,* 4 *hours.*

Text: Chamberlain and Salisbury, *College Geology,* supplemented by lectures. This and Geology 4 constitute an excellent cultural course in geologic science. A thesis is required of each student. An extension of time to the end of the school year is given for preparing this, if course 4, 5 or 8 is taken the second semester. An elementary knowledge of physics and chemistry is advised. Three hours class work and the equivalent of one field or laboratory period a week.

4. Historical Geology.—*Second semester. M. W. F.* 11:20. *Credit,* 4 *hours.*

Text: Chamberlain and Salisbury, *College Geology,* supplemented by lectures. Prerequisite: Geology 3. Some knowledge of biology is advised. Three hours class work and the equivalent of one field or laboratory period a week.

5. Geology and Physiography of Wisconsin.—*Second semester. Tu. Th.* 8:00. *Credit,* 3 *or* 4 *hours.*

Special attention will be given in this course to southeastern Wisconsin. Lectures and reports on assigned readings. Two hours class work and the equivalent of one or two (optional) field and laboratory periods a week. Prerequisite: Geology 3, or by special permission, Geology 1.

6. Meteorology.—*Throughout the year. W.* 8:00. *Credit,* 2 *hours.*

Text: Davis' *Elementary Meteorology.* The grades for the first semester will be withheld and included in the final report.

7 Economic Geology.—*First semester. M. W. F.* 10:20. *Credit,* 3 *hours.*

Text: Ries' *Economic Geology of the United States.* Recitations, extensive use of illustrative material, and collateral reading. Prerequisites: Chemistry 1 and Geology 3.

8. Determinative Mineralogy.—*Second semester. M. F.* 1:30. *Credit,* 4 *hours.*

This work will involve the study and determination of a series of minerals in the laboratory, with lectures and quizzes on the physical character, occurrence and uses of minerals. An elementary knowledge of chemistry prerequisite. Fee three dollars.

D. Biology, Zoology and Botany. Professor Brinckley.

As in other sciences, the course is designed to secure to the student the habit of careful observation and the power of accurate generalization, and to give those fundamental principles which are of most worth as elements of culture and essential as a foundation for higher attainments in these subjects. It is designed, as well, to be of direct practical value to those preparing for Medicine, Agriculture, and the other arts or profession in which the biological sciences are an essential preparation.

1. General Biology.—*Throughout the year. Tu. Th.* 11:20. *Credit,* 10 *hours.*

An elementary course in the principles of Biology, being an introduction to both Botany and Zoology. The first semester is devoted to the study of plants; the second to that of animals. The work is based on Principles of Botany by Bergen and Davis, and Hegner's Introduction to Zoology which are supplemented by lectures and

collateral readings. Two recitations or lectures and seven and one-half hours laboratory work per week.

2. Invertebrate Zoology.—*First semester. W. F.* 1:30. *Credit,* 4 *hours.*

A careful study of the invertebrate type forms is made, supplemented by library reading on more important forms from points of interest and economic value. Two recitations or lectures and five hours laboratory work per week. The work is based upon Weysse's Synoptic Text-book of Zoology, and is supplemented by lectures on elementary embryology, classification, and distribution of animals. Pratt's Invertebrate Zoology is used for the laboratory work. Prerequisite: Biology 1.

3. Vertebrate Zoology.—*Second semester. W. F.* 1:30. *Credit,* 4 *hours.*

Laboratory study of the vertebrate type forms, supplemented by library work on additional important forms from economic and scientific standpoints. Due attention is given to classification, animal communities and to geographical distribution of vertebrates. Pratt's Vertebrate Zoology is the basis for the laboratory work. Two recitations or lectures and five hours laboratory work per week. Prerequisite: Biology 1.

4. Human Physiology.—*Throughout the year. M. W. F.* 10:20. *Credit,* 8 *hours.*

First Semester: elementary histology, muscular system, nervous system, skeleton, nutrition. *Second semester*: circulation, respiration, metabolism, animal heat, excretion, ductless glands, organs of sense, the voice, contagious diseases and public sanitation, and accidents. Throughout the entire course due attention is given to Hygiene and to the effect of narcotics and stimulants.

The text used is Brinckley's Physiology by the Laboratory Method. Three recitations and two and one-half hours laboratory work per week.

5. Vertebrate Histology.—*Throughout the year. F.* 9:20. *Credit,* 6 *hours.*

A careful study is made of normal tissue, of microscopical technique and histological methods. For persons taking pre-medical courses a careful consideration of the normal and more common pathological tissues of the human body is given. During the course the student is required to make a collection of at least one hundred slides of his own preparation as a partial evidence of his skill in microscopic technique. The work is based on Bohm-Davidoff's Text-book of Histology, and is supplemented by required collateral readings, with notes on standard works on nominal and pathological histology. One lecture or recitation and five hours laboratory work. Prerequisite: Zoology 4.

6. Embryology.—*Throughout the year. Tu. Th.* 8:00. *Credit,* 4 *hours.*

(a) *Invertebrate Embryology.* A study of the Embryology of the type forms of the invertebrates, including the reproduction of unicellular. (b) *Vertebrate Embryology.* Consideration of the general principles of the subject as presented by the fish, frog, chick, and mammal. One lecture or recitation and two and one-half hours laboratory work per week. Prerequisite: Zoology 2, 3 and 4.

Botany.

7. Morphology, Histology, Physiology and Ecology of Cryptograms.—*First semester. Tu. Th.* 1:30. *Credit,* 4 *hours.*

Type study of the Algae, Fungi, Liverworts, Mosses, Ferns, Equiseta and Lycopods. Due attention is given to classification and economic value. The work is based on the Text-book of Botany by Coulter, Barnes and Cowle. Vols. I and II. Prerequisite: Biology 1.

8. Morphology, Histology, Physiology and Ecology of Flowering Plants.—*Second semester. Tu. Th.* 1:30. *Credit,* 4 *hours.*

Type study of the more important groups of flowering plants. Due attention given to plant societies, geographical distribution and economic importance. Two recitations or lectures and five hours laboratory work per week. Prerequisite: Biology 1.

9. General Bacteriology.—*Throughout the year. F.* 11:20. *Credit,* 6 *hours.*

An elementary consideration of the more common micro-organisms of the air, water, food and disease, and the general principles of Bacteriology and Bacteriological methods. A careful study of the more important pathogenic bacteria, their biology, differentiation and identification. Students are required to make permanent mounts of the bacteria studied. Collateral reading, with notes on current literature and recent works on the subjects considered, required. The work is based on Jordon's "General Bacteriology" and Heinemann's "Laboratory Guide in Bacteriology." One lecture or recitation and five hours laboratory work per week. Prerequisite: Biology 1.

10. Teachers' Course.—*Throughout the year. Credit,* 4 *hours.*

The primary aim of the course is to prepare teachers for biological work in high schools and academies. The course ambraces history of the biological sciences, especially

as to biological methods of instruction; of the content of the course; laboratory equipment and management. The theoretical phase of the work will be conducted largely by assigned readings of standard works and currant literature on subjects consideed. The major part of the work will be practical, the scholar being required to assist in the conduction of laboratory experiments and to give class and laboratory demonstrations. Meetings will be held at stated times at which the work of the assigned readings will be discussed. Prerequisite for teaching Botany and Zoology: Biology 1; for Physiology: Zoology 4.

VII. PSYCHOLOGY, PHILOSOPHY, RELIGION, AND EDUCATION.

A. Psychology. Professor Farley.

1. General Psychology.—*First semester. M. W. F.* 8:00 *and* 11:20. *Credit,* 3 *hours.*

An elementary course that should be taken in the Sophomore year and which is devoted to a study of the growth, development, and conditions of the mind, and an analysis of the different aspects or functions of personal consciousness. The course is valuable to any one who wishes to understand life and action. It is useful to the student of law or medicine and is of prime value to any student of literature, social science, economic theory, history or philosophy. Instruction is given by means of discussions and recitations. Students receiving a grade of B or less are required to attend consultation periods, not less than once every two weeks until they obtain a satisfactory grade. History of Philosophy (course 3 or 4) may be taken in connection with Psychology 1. No prerequisite.

2. Mental Development and Social Psychology. *Second semester. M. W. F.* 8:00. *Credit,* 3 *hours.*

A, correlation with course 1. The course will cover the general characteristics of mental and physical growth from youth to maturity. Special emphasis will be placed upon the development of social consciousness and upon the environmental conditions or adjustments that make life activities significant. The course should be of value to those interested in historical, sociological, political, ethical or pedagogical work. The regular class discussions and textbook reading count for two hours; the parallel readings or special topics, for one additional hour. Prerequisite: Psychology 1.

3. EDUCATIONAL PSYCHOLOGY.—*Second semester. M. W. F.* 11:20. *Credit,* 3 *hours.*

Students preparing to teach or specializing along educational lines should take in psychology courses 1, 3, and either 4 or 5, and in philosophy courses 1 or 2 or 3; preferably course 2 together with the course in the philosophy of education. Course 3 is a course dealing with psychology as applied to educational problems. Text: Psychology of Thinking by Miller. Required for those who wish a Teachers' Certificate. Prerequisite: Psychology I.

4. *Throughout the year. Tu. Th.* 8:00.

An elementary, yet comprehensive, course in genetic psychology open to students who have had Psychology 1, and consists of a study of some special functions of consciousness, practical problems in psychological experimentation, or a study in the psychology of learning. The course is of value to those who desire a more thorough comprehension of life and action than is possible in course 1, or who are interested in many practical reactions to the environment, such as processes of acquisition, development

of attention, growth of habit, expressions of instinct, growth of perception, thought, motor control, suggestion, or other special subjects of study. Two, three or four hours credit. The regular class work, including lectures and text-book reading, count for two hours. The parallel readings and special topics may count either for one or two additional hours.

5. Experimental Psychology.—*Throughout the year. Tu. Th.* 8:00. *Credit, 2 hours.*

A course dealing with experimental methods and tests especially as related to educational problems. Alternates with course 4.

B. Philosophy. Professor Farley.

The value of Philosophy lies in its intensely practical relation to the fundamental views that control our interpretations and actions in life; in literature and history, in the social and physical sciences. It aims to give a criticism of fundamental beliefs and consistently to portray a system of principles essential to our thought and understanding of the world. Both religion and science unavoidably have their foundations laid in philosophical interpretations.

1. Introduction to Philisophy.—*Throughout the year. Thursday evening. Credit, 4 hours.*

An elementary course devoted to the problems of thought. An effort is made to have the student become self-conscious of his own fundamental common sense beliefs. These presuppositions are then contrasted with other possible constructions. The course aims to help the student to realize the fundamental truths in each system of thought and to dispossess the mind of the dogmatism of common life. The course ends with the conception of

idealism and the proof of God. This course gives a student a good outlook upon the field of philosophy and helps him to see the principles that have controlled the thought of mankind. It is important to any one who desires to be thoughtful and who wishes to see the fuller meaning or use of body and mind, nature, explanation, truth, reason, law, evil, immortality, morality, space, time, force, energy, matter, evolution, things, society, individualism, freedom, and God. It is of value to those who are interested in law or theology, or in interpretation in literature, history, economic theory, or the principles of natural science. Prerequisite: Psychology 1.

2. PHILOSOPHY.—*Throughout the year. M. W. F.* 10:20. *Credit,* 4 *or* 6 *hours.*

A study of the different uses and interpretations of a large number of practical concepts, such as nature, evolution, reason, freedom, democracy, society, instinct, force, etc., to the extent of some thirty-five different concepts, followed by a study of a present day philosophical system as of Royce, James, Bradley, Browne, or McTaggart. This course correlates with the work in the department of Sociology and Education. Prerequisite: Psychology I.

3. GENERAL HISTORY OF PHILOSOPHY, ANCIENT AND MEDIAEVAL. *First semester. M. W. F.* 9:20. *Credit,* 4 *hours.*

This course is supplemented by and supplements course 5 in the department of History; also the courses in Greek and Roman History. Students specializing in History should take course 3 in History of Philosophy together with the above named courses in the department of History. The course is open to Sophomores and consists of an elementary and general survey of ancient and mediaeval thought. Students desiring to take up the Introduc-

tion to Philosophy may also take History of Philosophy. Course 3 may be taken in connection with Psychology 1. Text: A Beginners History of Philosophy by Cushman. Alternates with course 4. Prerequisite: One year of college work.

4. Evolution.—*Second semester. M. W. F.* 9:20.

A study of the interpretations, value and effect upon modern thought of the theory of evolution. This course follows course 3 and alternates with the second semester of course 5. Prerequisite: Psychology I and preferably one course in Philosophy.

5. History of Modern Philosophy.—*Throughout the year. M. W. F.* 9:20. *Credit,* 6 *or* 8 *hours.*

A course in the history of Modern Philosophy covering German Rationalism and Idealism, and including some of the prominent thinkers of British Philosophy. This course gives a good survey of the growth and development of modern thought. Students of history or literature and of the social sciences should find the course directly useful as an interpretative study.

This course supplements and is supplemented by course 7 in the department of history. It alternates with course 3 and may be taken with psychology. The regular class work including discussions and text-book reading count for six hours. The parallel readings and special topics count for one additional hour each semester. Text: A Beginner's History of Philosophy Modern by Cushman. Prerequisite: Psychology 1.

6. Logic.—*Second semester. W. F.* 10:20. *Credit,* 3 *hours.*

An elementary course in Logic and Methodology. Special emphasis is placed upon logical analysis and argument,

and the methods of scientific investigation. This course will be found valuable to those desirous of learning how to think critically and consistently and who wish to know the fallacies common in thinking. The regular class work discussions and text-book readings count for two hours. The parallel readings and special topics count for one additional hour. Alternate with Psychology 4.

C. Ethics and Religion. President Plantz.

The work of this department is designed to acquaint students with the theory and practical problems of ethics, the historical and psychological questions of religion, and the logical and historical foundations of the Christian faith. It is believed that the work of this department will contribute to an appreciation of religion as one of the most important factors in man's social life and progress.

1. Principles of Ethics.—*First semester. Tu. Th.* 2:30. *Credit,* 2 *hours.*

This course discusses the growth of moral ideas in the development of civilization; considers the psychological basis of ethics; critically examines the principal ethical theories; and concludes with a study of the metaphysical implications involved in the science. It is given by a combined use of text-book and lecture, together with these presented for class-room discussion.

2. Social and Political Ethics.—*Second semester. Tu. Th.* 2:30. *Credit,* 2 *hours.*

This is a course in practical ethics in which a study is made of the principal moral problems of man's individual, social, and political life. The moral basis of our social institutions is examined and especial attention is given to the ethical principles involved in the weightier questions of moral pathology, and to the grounds of moral progress.

3. Teacher's Ethics.—*Second semester. Tu. Th.* 10:20. *Credit, 2 hours.*

The course is designed for those who expect to teach, and discusses the ethical facts and principles of most importance in secondary school work. It is a growing conviction that more attention should be given to moral instruction in the public schools, and this course is intended to provide a basis for such instruction.

4. Philosophy of Religion.—*First semester. Tu. Th.* 1:30. *Credit, 2 hours.*

This course includes a study of what is usually treated under the subject of Theism, together with a consideration of the religious consciousness in its nature, forms of historical development, intellectual and emotional content, and objective activities. The attempt is made to give a systematic view of the religious conception of the world and of those principles of the religious life which have found expression in the religious history of man.

5. Evidences of Christianity.—*Second semester. Tu. Th.* 1:30. *Credit, 2 hours.*

The various arguments in proof of the claims of Christianity are considered, its principal doctrines discussed, and doubt are analyzed. Instruction is given by lectures, assigned readings, and theses read by members of the class.

6. Philosophy of Christianity.—*First semester. Tu. Th.* 10:20. *Credit, 2 hours.*

In this course the fundamental conceptions of Christianity are considered, its principle doctrines discussed, and its view of life and the world analysed and interpreted.

D. Education. Professor Rogers.

The department of Education is designed to give thorough and practical instruction to those interested in

the problems of education, and especially to prepare students who wish to qualify themselves for the work of teaching or supervising in secondary schools. Those students who desire to obtain a College Teacher's Certificate are required to take a minimum of five hours in Psychology and five hours in Education, besides two hours in some departmental pedagogical course, a total of twelve hours. Courses 1 and 2 in Psychology are properly prerequisite to the work of this department and should be pursued during the Sophomore year.

1. History of Ancient and Mediaeval Education. —*First semester. T. Th.* 8:00. *Credit, 2 hours.*

This course considers the development of education from early times to the beginning of Modern Realism. It aims to secure a knowledge of educational principles by a study of their concrete manifestation in educational systems. The relation of the school to other social institutions is carefully considered.

2. History of Modern Education.—*Second semester. T. Th.* 8:00. *Credit, 2 hours.*

The development of education from the beginning of Modern Realism to the present time is carefully studied. The theories of some of the greater educational reformers will be compared, and their value interpreted in the light of modern educational thinking. Attention will also be paid to the educational systems of the leading modern nations, and a brief survey of the use and growth of the American school system will be given.

3. School Administration.—*First semester. M. W. F.* 9:20. *Credit, 3 hours.*

This course is especially designed for those desiring to become high school principals or school superintendents.

It includes a study of the organization and control of secondary school systems. Such subjects are considered as the function of different types of schools, educational laws and problems connected therewith, the functions of principal and superintendent, the teaching staff, its training and needs, and various other topics.

4. Secondary Education.—*Second semester. M. W. F.* 9:20. *Credit,* 3 *hours.*

This course includes a study of the administration of secondary education in the United States and compares it with the educational practice in the secondary schools of other countries.

5. Philosophy of Education.—*First semester. T. Th.* 11:20. *Credit,* 2 *hours.*

In this course the functions, possibilities, and principles of education are considered.

6. Social Education.—*Second semester. T. Th.* 11:20. *Credit,* 2 *hours.*

In this course the relation of the school as a social factor to civilization is considered.

7. Principles of Teaching.—*First semester. M. W. F.* 11:20. *Credit,* 3 *hours.*

A study of the various methods of teaching secondary and elementary school subjects. An attempt is made to have the work as practical as possible, and to meet actual problems and conditions as they confront the teacher in secondary schools.

8. Religious and Moral Education.—*Second semester. M. W. F.* 11:20. *Credit,* 3 *hours.*

In this course a consideration is given to the importance and methods of moral and religious training.

9. Educational Seminar.—*Throughout the year. Tu.* 7-9. *Credit, 2 hours.*

In this course special educational problems will be investigated by the students and reports presented on the same.

Department Pedagogical Courses.

1. Two hours—Teachers' Latin. Required of all those who intend teaching the Latin language. See department.

2. Two hours—Teachers' German. Required of all those who intend teaching the German language. See department.

3. Two hours—Teachers' English. Required of all those who intend teaching Literature. See department.

4. Two hours—Teachers' History. Required of all who intend to teach History. See department.

5. Two hours—Teachers' Mathematics. Required of all those who intend teaching Mathematics. See department.

6. Three hours—Teachers' Science, at least two hours of which are required of all those who intend teaching Physics, Chemistry or Biology. See department.

7. Two hours—Teachers' Ethics. Recommended to all who intend to teach. See department.

8. Two hours of Educational Psychology is recommended for all teachers. See department.

E. Biblical Literature. Professor Naylor.

A minimum of three hours credit in Biblical Literature is required of all Protestant collegiate students.

A liberal education demands some serious study of the history and literature, law and social science, philosophy

and religion of the people whose gifts to the world have been the greatest dynamics in the education and civilization of the past two thousand years.

The method pursued in the following courses is sympathetic and constructive; historical rather than critical. Broad educational values, rather than technical information, are sought.

1. Hebrew History.—*First semester. M. W. F.* 8:00 *or* 11:00. *Credit,* 3 *hours.*

A study of (1) the social and political history of the people of Israel from the Patriarchial period to the fall of Jerusalem in 586 B. C. together with the relations of Assyria, Egypt, Chaldea and Babylonia to the Israelites; (2) the rise and growth of prophetic and legal literature, the books of the Bible in logical and chronological order, the historical records of other nations as they bear upon Hebrew history; (3) the rise and development of prophecy, the social and religious reformation following the discovery of the "Book of the Law;" in general, the social, moral, political and religious movements of Hebrew history. Required of all Protestant Collegiate students. Texts: The American Standard Revised Bible and Kent's History of the Hebrew people.

2. Jewish History.—*Second semester. M. W. F.* 8:00 *or* 11:00. *Credit,* 3 *hours.*

A study of (1) the history of the Jews from the captivity (586 B. C.) to the time of Christ, including the Maccabean struggle for liberty; (2) the literature of the great prophets of the exile with the side lights from the historical records, monuments, classical literature, and the extra-canonical Jewish literature of the period; (3) the effect of "the law" in the transformation of the Jewish people, the rise and fall of Judaism, Messianic prophecy. Pre-

requisite: Course 1. Texts: the American Standard Revised Bible, and Kent's History of the Jewish People.

3. The Literary Study of the Bible.—*Throughout the year. Tu. Th.* 8:00. *Credit,* 4 *hours.*

A study of the bible as literature, in lyric and epic, story and idyl, oratory and prophecy, drama and rhapsody, wisdom and apocalyptic literature. Texts: Moulton's Short Introduction to the Literature of the Bible and Moulton's Modern Reader's Bible.

4. The Social Teachings of Jesus.—*First semester. Tu. Th.* 11:00. *Two hours recitation and credit, or with collateral,* 3 *hours credit.*

A study of the teachings of Jesus upon the relations of man to his fellows—social, economic and political. The class sessions are devoted to lectures, discussion and reports on assigned topics.

5. Social Effects of Jesus' Teaching.—*Second semester. Tu. Th.* 11:00. *Two hours recitation and credit, or with collateral,* 3 *hours credit.*

Rise of the Christian Church; a study of the influence of Christianity upon the peoples of decadent Rome; the relation of Christianity to the social evolutions culminating in the nationalization of Europe, and to the world-wide social transformations of the nineteenth century. The class sessions are devoted to lectures, discussion and reports on assigned topics.

6. Teachers' Bible.—Old Testament.—*Throughout the year. M.* 3:30-5:00. *Credit,* 4 *hours.*

This course is designed to furnish background and viewpoint for the bible teacher. The method employed is historical, not technical nor critical. The work is based up-

on Kent's Historical Bible. The class sessions are devoted to lectures, discussion and reports on assigned topics.

7. Teachers' Bible.—New Testament.—*Throughout the year. M.* 3:30-5:00. *Credit,* 4 *hours.*

Continuation of course 6 with similar purpose and method. Not offered in 1911-12.

F. Comparative Religions and Missions. Professor Vaughan.

The work in this department is designed to acquaint students with the development of the religious consciousness as manifested in the different religions of the world; and to study the principles and history of missions as conducted by the Christian church.

1. Comparative Religions.—*Throughout the year. Th. F.* 3:30. *Credit,* 4 *hours.*

This course will consider the origin, spread and decay of ancient religions; their doctrines together with their influence on society; their cults and forms of worship; and the superior claims of Christianity to be a universal religion.

2. Missions.—*Throughout the year. Th. .F.* 2:30. *Credit,* 4 *hours.*

The purpose of this course is to give the student a comprehensive knowledge of the history and importance of Missions. The great mission fields of the world are considered, together with the work of the different missionary organizations, and the benefits to civilization which are arising therefrom.

VIII. PHYSICAL EDUCATION, MUSIC, ART.

A. Physical Education. Professor Catlin, Mrs. Treat and Mr. Zilisch.

Especial attention is given to outdoor work mainly in the form of football, baseball, and track athletics. In this the effort is made to secure the greatest possible benefit for all students. Classes for basket ball and other gymnastic games are organized and every effort is made to further outdoor sports, such as cross country running and walking, tennis, rowing, swimming, etc.

Regular work is given in the gymnasium, which has excellent floor space and adequate equipment. Each student is required to have taken at least two years of physical training before graduation.

Each student undergoes careful physical examination and tests, upon entering the department and at the beginning of each semester. Suitable corrective exercises are prescribed for individual cases and anthropometric charts are platted. Each student is furnished with a hand book containing the anthropometric chart, the gymnasium rules and valuable health information. No student will be permitted to take part in any of the work of this department without a physical examination.

Physical Education for Women.—*Throughout the year. Tu. Th.* 2:30 *and* 3:30. Training for women is based on the Swedish System of Hygienic and Educational Gymnastics. The aim is to acquire, preserve, and promote health and secure a proper carriage for the body. Every lesson of the two years course, ranging through light and heavy gymnastics, is carefully planned according to the underlying principles of the system.

Women are required to wear blue bloomers and blouse, without trimmings, and black heelless shoes.

Physical Education for Men.—Gymnasium work for men is mainly the same as that in use by the Young Men's Christian Associations of North America. It consists of marching, free hand and calisthenic exercises, and hygienic gymnastics. Some work is given Educational Gymnastics for those who wish it. The intention is to give a two or three years' graded course in gymnasium work. Recreative work is fostered and encouraged in various forms.

Men are required to wear gray Turner trousers, navy blue sleeveless jerseys, and heelless shoes.

I. Gymnastics.—*Throughout the year. M. W. F.* 9:20 *and* 1:30. *Credit,* 1 *hour.*

Swedish gymnastics, body building, free-hand work and dumbbells. Heavy gymnastics: Elementary movements on parallel bars, side and long horse, buck, vaulting and horizontal bar, spring board and pad box, and tumbling. Elements of swimming, games and contests. Three hours attendance.

II. Gymnastics.—*Throughout the year. Tu. Th.* 10:20 *and* 11:20. *Credit,* 1 *hour.*

Advanced light and heavy gymnastics for those who have had one year or the equivalent. Two hours attendance.

B. Music. Professors Harper, Brazelton, and Arneke.

A study of music in which the student is given a clear grasp of the fundamental principles underlying the Art; the knowledge of the history of its development is becoming more and more recognized as a proper subject for college credit at Lawrence. Twelve hours of work taken in the Conservatory of Music under the regulations there enforced may be counted towards the degree of B. A. Four of these hours must be history or harmony, and the re-

maining eight may be in any department of the conservatory. A special tuition is charged for these courses.

1. History of Music.—*Credit, 2 hours.*

This course will consist of a study of music among the more oriental nations, the Greeks and Romans, the development of church music, the French, Netherland and Italian schools, from 1000 to 1500 A. D., the genius epoch of the German school, modern music in Germany, France. Russia, and America.

2. Theory of Music.—*Credit, 4 hours.*

This course embraces Harmony, Counterpoint and Fugue, Harmonie and Formal Analysis of standard compositions, Ear-training, Orchestration and Composition.

3. Advanced Harmony.—Harmonization of Chorals. Remote modulations. Unprepared and unresolved Dissonances, etc.

4. Instrumental Analysis and Composition.—This course will consist of advanced work in the technical materials of piano-playing, an analysis in the classics, including the work of Bach, Hayden, Mozart, and Beethoven; and finally the study of modern compositions of all schools, including the great modern concertos.

5. Vocal Composition.—This course consists of advanced work in the study of the technique and tone development of the voice. The songs of different lands, and the recitative and aria of the great oratorios and operas are carefully studied.

C. Art. Professor Fairfield, Mrs. Bottensek and Miss Baker.

In recent years there has been a great increase of interest in art in our entire educational system. Not only

has drawing been quite universally introduced into the common schools, but it is a required entrance condition to most schools of architecture, and to some schools of Mines, Chemistry and Engineering. Its value for general culture is also universally admitted. Students are permitted to elect seven hours in the more advanced work in this Department and have it count toward the bachelor's degree. For this work tuition must be paid as specified. Election from the following is allowed.

1. History of Painting.—*Throughout the year. Tu. Th.* 3:30. *Credit,* 4 *hours.*

The course treats of the development of painting from Roman times to the present. Artists and their art are put into proper relation to the thought and life of their times. Reproductions are used as the basis of lectures and by the student for personal study.

2. History of Architecture and Sculpture.—*First semester. Tu. Th.* 3:30. *Credit,* 2 *hours.*

This course is similar in methods to course I. It will cover the period from the earliest times to the Fall of Rome.

3. History of Architecture and Sculpture.—*Second semester. Tu. Th.* 3:30. *Credit,* 2 *hours.*

A continuation of course 2, carrying the history on to the present.

4. Advanced Drawing.—Drawing and shading from casts, still life, and natural objects, pen drawing and perspective constitute the work in this course.

5. Painting.—This includes work in oil and water color, painting from studies, still life, and nature, and landscape painting in oil and water colors from nature, embracing aerial perspective and composition.

6. Public School Drawing.—This course gives instruction in the methods of teaching drawing in the public schools, and a discussion of popular systems, together with such special exercises as are most valuable for the purpose specified.

LAWRENCE SCHOOL OF EXPRESSION

FACULTY.

Samuel Plantz Ph. D., D. D., L. L. D., President of Lawrence College.

John Seaman Garns, Director School of Expression. Professor of Public Speaking.

Frederick Wesley Orr, B. L., Instructor in Debate, Oratory and Dramatic Art.

Edward Abner Thompson, A. B., Lecturer and Vocal Interpretation of Literature.

Josephine M. Retz-Garns, Instructor in Harmonic Gymnastics and Voice Culture.

Peal Elizabeth Simpson, Tutor in Public Reading.

Emma Kate Corkhill, A. M., Ph. D., Professor of English Literature.

May Esther Carter, B. L., Associate Professor of Literature.

Otho Pearre Fairfield, A. M., Professor of Rhetoric.

John Herbert Farley, A. M., Professor of Philosophy and Psychology.

Albert Augustus Trever, A. B., S. T. B., Lecturer on the Greek Drama.

Sarah Parks Treat, Physical Training for Women.

Mark Seavey Catlin, Ph. B., LL. B., Physical Training for Men.

THE PURPOSE OF THE SCHOOL.

The Lawrence School of Expression is in the best sense of the word a "technical school." It aims to prepare the student to do well a certain kind of work,—Public Speaking, Writing, Entertaining, or Teaching. Its primary aim is to fit men and women for the public platform as Lecturers, Entertainers, Interpreters of Literature, Actors or Public Readers; or for the school room as Teachers of English and Literature in high schools and colleges.

But it aims to be a "culture school" as well, and to this end is allied with a College of Liberal Arts through whose courses the student is offered a means of broad general culture in fields of science, philosophy, literature, and language.

The first interest of the School is the personal development and general culture of the student. Acting upon the ancient belief that education is the "drawing forth" of the Man himself (whose powers lie undeveloped within him), it endeavors to accomplish this result by stimulating in him desire to express Himself—his best and deepest Self. By encouraging him to objectify his highest ideals, it develops the positive qualities of the man and makes of him a "positive" not a "negative" force in the world.

Further, it would give him the free use of his instruments of expression—his Mind, his Voice and his Body, to the end that they may respond ideally to the desires of the Man. In this training of Mind, Voice, and Body, it develops faculties of use in the business of life,—a winning personal address, a pleasing voice, the ability to speak with ease in public, and that command of all the powers which we call "self-possession."

PUBLIC READING AND ENTERTAINING.

The "School" aims to produce Public Readers who are entertainers and more—who can give adequate expression to the best in literature. The "old elocution" is dead, and there is no longer any excuse, declares a long-suffering public, for the 'speaking of pieces' simply to air ones beauful art. But so long as there is sadness, and care and sorrow in the world, there will be a place, and a large place for that joy-bringer, the Entertainer. And so long as there is great literature—literature of soul power and might—lying upon dust covered shelves while people run after the husks of the current magazine, just so long will there be a place for the Interpreter who shall be able, by his magic, to translate the dead page into that living language of the spoken word, the vibrant voice, the flashing eye, the potent action of the entire man.

PUBLIC LECTURING.

In training those who would do Public Lecturing, the "School" endeavors to guide aspirants to more than the mere manner of the orator, it directs each in clarifying and giving form to his message. No claim is made to producing great lecturers from any and all comers, but the claim is made that to the man with "a message" we can give directness and force in delivery, and what is even more important, can teach those laws of the human mind which will enable him to get his message to the minds and hearts of his audience with effectiveness and power.

TEACHING OF ENGLISH LITERATURE.

Perhaps no movement in the educational world has been more marked of late than the movement away from the old methods of teaching literature. And along with this whole-

sale condemnation of the older "learn about the author" method and the "examine the word" method, there has been an endeavor to substitute newer and better ways which would turn the student's gaze away from the mere externals of literature to its inner, spiritual elements—from the *body* to the *soul.*

Among these newer methods none has perhaps found greater favor than the method of "vocal interpretation." Following its greatest champion, Prof. Hiram Corson of Columbia, schools all over the country are introducing the method into their systems of teaching. The chief trouble has been that this method requires special training of body, voice, and imagination which few teachers have. Such teachers are in demand.

The Lawrence School of Expression purposes to prepare teachers to fill this want. Here is offered, in the College courses in Literature, opportunity to gain that broad knowledge of the whole field of literature so essential to the teacher; and alongside this instruction, that training of voice, of body and of spiritual insight which shall make of the teacher not only a "seer" of the deeper elements in literature, but an "interpreter" as well.

COURSES OF STUDY.

"General Culture Course."

The "General Culture Course" is a two year course of training for platform work. It includes all the most valuable technical training which the School offers, and fits the student to do public reading or entertaining.

The work of this course is fundamental to all the other courses for it retains all that training which looks to the general development of the Man and the cultivation of those powers which would serve him in the business of life,

while allowing him to choose his electives in the line of Public Speaking, Teaching, or of General Culture. The "General Culture Diploma" is given for a satisfactory completion of the studies and the training offered in this course.

"Platform Artists' Course."

This course is based upon the "General Culture" course. During the first two years, however, the electives are chosen to emphasize Public Speaking and Reading, and the third year of the course devotes itself almost exclusively to finishing work in the platform arts. The endeavor of this course is to help the Reader and the Interpreter of Literature not only to find himself and his matter, but to be a thoroughly finished Platform Artist ready for professional work. To the Lecturer it would offer training both in the preparation of his message and in the perfecting of his powers in the handling of an audience. This is a three year course for which the "Platform Artist's Diploma" is offered.

"Teachers' Course."

The "Teachers' Course" is a four year course which has as its end the preparation of Teachers of Expression, English, Literature, and Public Speaking in high schools and colleges. It retains the "General Culture" training and requires of the student a minimum of eleven college hours in Psychology and methods in Teaching. There must be also the equivalent of twenty-four college hours in the Department of English and Literature of Lawrence College.

The course throughout the four years especially emphasizes methods of teaching Literature, English, and Public Speaking, and furnishes a thorough preparation to the teacher of these branches.

For this course the "Teachers' Diploma" is offered, and the studies may be so grouped as to win the Bachelor of Oratory (B. O.) Degree.

"Bachelor of Oratory Course."

In this course is outlined the equivalent of two years of Expression work in combination with two years of College work, for which is offered the degree of (B. O.) "Bachelor of Oratory." This work is best divided and arranged in such manner that the student has part School of Expression studies and part College studies throughout the four years. The degree, as awarded by Lawrence College, requires sixty-four "hours" credit in the Department of Liberal Arts and fifty-six "hours" credit in the School of Expression. An "hour" of credit is given for each hour per week of recitation successfully carried throughout one semester of eighteen weeks.

THE METHOD.

The training of the Lawrence School of Expression may be very naturally divided into five progressive phases:—

1. The awakening of the man himself;—the stimulating of those deeper impulses and desires of the soul to find expression in a world of action as a "speaker of words and a doer of deeds."

2. Such a preparation of the body for expressional activity as will make it a sensitive instrument responsive to every passing shade of thought and feeling.

3. The gaining of such a language or technique of expression, in words (written and spoken), in vocal modulations, and in bodily speech, that no shading of the "truth" shall be too subtle to fail of adequate expression. No greater fallacy has ever been current among men than

the idea that "if you have something to say you will be able to say it." The whole history of human thought shows the opposite to be true—that if through lack of courage, *or of technique,* you fail to express your "truth" to men, gradually it grows less vivid, and is finally lost both to you and to the world.

4. The getting of the "truth" to be expressed, by touch with the best thought of the ages and by repeated endeavor to formulate and give it expression.

5. The unifying of body, mind and emotional nature in the expressive art, that expression may be wholly spontaneous and free.

THE COURSE OF STUDY.

FIRST YEAR.

	Hours per Week.
1. Training of the Body	
(a) Freedom and Repose of Body	2
(b) Training in Expressive Action	3
2. Training of the Voice	
(a) Voice Production	2
(b) Elements of Speech	1
3. Training of the Mind	
(a) Right Activity of Mind (Psychology)	1
(b) "Foundations of Expression" (Theory and Practice)	2
4. Action—Body, Voice, and Mind	
(a) Public Reading and Personal Criticism	2
(b) or Extemporaneous Speaking	2
5. Literature and Interpretation	3

ELECTIVES.

1. Rhetoric	3
2. Shakespeare	3

3. Tennyson 2
4. The Short Story 2
5. Psychology 3
6. Politics or Economics 3
7. A Science 4 or 5
8. A Language 4 or 5

Note: Electives may be chosen to make up a total of not more than sixteen recitation hours per week throughout the year. These are grouped differently, according as the course pursued be "General Culture," "Public Speakers," or "Teachers."

SECOND YEAR.

Hours per Week.

1. Body Culture
 - (a) Emotions and Bodily Responses 1
 - (b) Advanced Pantomine and Gesture 1
2. Voice Culture
 - (a) Tone Drills 1
 - (b) Responses to Ideal Thought and Emotion 2
3. Mental Culture
 - (a) Education of the Central Nervous System 1
 - (b) Developing the Creative Faculties 2
4. Artistic Development
 - (a) Literary Forms and their Interpretation 1
 - (b) The Laws of Persuasion and their Use 2
 - (c) Public Speaking and Personal Criticism 2

ELECTIVES.

1. How to Teach Reading 2
2. Pedagogy 2
3. Emerson or Carlyle 2
4. Milton 3
5. The Novel 3
6. Sociology 4
7. Debate 3
8. Language 4 or 5

Note: The second year work varies greatly, depending upon whether the course taken be "General Culture" "Platform Artists," or Teachers." Hence the above outline is intended merely as suggestive of the genereal plan.

"PLATFORM ARTISTS COURSE."

The first two years of the "Platform Artists Course" are based upon the foregoing outlines.

Third Year.

First Semester

Hours per Week.

1. Vocal Resonance 1
2. Tone Drill and Analysis of Emotions 2
3 Pantomine of the Platform Arts 2
4. Impersonations (Theory) 1
5. Impersonations (Practice) 2
6. Personal Criticism and Private Lessons 3
7. Philosophy of Expression 1
8. Electives 4

Second Semester

1. Finishing Work in Voice 1
2. Tone Drill and Analysis of Emotions 2

3. Browning and the Monologue 2
4. Impersonations 2
5. Personal Criticism and Private Lessons 3
6. Philosophy of Expression 1
7. Preparation of Final Program 2
8. Electives 3

Note: Effort is made to adapt the Third Year Courses to individual needs. Wherever the student's work is weak he is given special attention and private help.

"BACHELOR OF ORATORY" AND TEACHER'S COURSES.

Both the "Bachelor of Oratory" and the "Teachers Course" require of the student four years of work divided between the Colleges of Liberal Arts and the School of Expression. The requirement for the degree of "Bachelor of Oratory" (B. O.) is 64 semester hours in the College of Liberal Arts and 56 semester hours in the School of Expression. The college work includes courses in English and Literature, Rhetoric, History, a Science, Sociology, Psychology and Education. These courses are arranged according to a group system and are to be taken throughout the four years in combination with the required work in Public Speaking, Oratory and Expression.

THE MATTER.

One-sidedness is the chief danger of the technical training. The weakness of the isolated school of oratory has been that while the student acquired some technical skill in expression he had nothing in particular to express. He had no thoughts of his own and no knowledge of the great literature which he was prepared to interpret.

A thorough knowledge of the literature of at least his own language, is absolutely essential to the student of

expression. To the accomplishment of this end the Lawrence School of Expression offers him unusual advantages in a thorough University training in literature.

The courses listed below are supplemented by the special work in Literary Interpretation and by the courses in the Drama.

COURSES.

Course I.	Shakespeare—Professor Corkhill.
Course II.	The Short Story—Dean Carter.
Course III.	The Novel—Professor Corkhill.
Course IV.	Lowell or Tennyson—Professor Corkhill.
Course V.	The Romantic Movement—Professor Corkhill.
Course VI.	Browning or Emerson—Professor Corkhill.

LITERARY INTERPRETATION.

The courses in literature offered in the School of Expression are designed equally to meet the needs of the Teacher of Literature or the Platform Interpreter. There are those courses which give attention to the author and his work after the most approved college methods. Other courses, intensive rather than extensive in their method, require as a test of the student's appreciation of the spirit of literature, its vocal expression.

Following this latter intensive method the student is required to do much original work in the preparation of "Authors' Evenings" to be used in public recital. He must not only know the author's life and something of the conditions under which the literature which he is to interpret came into being, but he is made to realize that he has no right to attempt to interpret the inner spirit of great literature until he has thoroughly assimilated it himself, until

he can make the very spirit of the dead page live again in the languages of voice and body. He must not only know *about* literature, he must be able to *live* it.

At the close of the student's second year of work he is required to give to some masterpiece of literature public presentation before an audience.

CREATIVE EXPRESSION.

In these courses the student is given a view of the most important relationship in public speaking—that of his "message" to the mind of the listener. He is taught how to analyze his subject, how to choose that phase of it which will best accomplish his "desired end," and how to formulate it according to the laws of the "listener's mind." How, then, to lead his auditor from mere Curious Attention through Interest, Comprehension, Belief, and Desire, to final Action. These laws are worked out first in theory then in written work, and finally in oral delivery.

These laws of Persuasion are based upon the known laws of the human mind, and to be able to use them accurately and well is to have power wherever mind influences mind, whether in Modern Business, the Professions, Teaching or Public Speaking.

COURSES.

Course I. Rhetoric and Composition.
Professor Fairfield

Course 2. The Laws of Effective Speaking,
Professor Garns

Course 3. Extemporaneous Oratory,
Professor Orr

DEBATE AND ORATORY.

The courses outlined on the preceding page are fundamental to work in the specific forms of the College Oration and Debate. Naturally, the same principles obtain and the training in all these courses looks to college forensics.

Students who are up in their work are eligible to the contests in both debate and oratory. There are at least three inter-collegiate debates each year, and a series of oratorical contests between classes leads to the choosing of two orators to represent Lawrence College in the State Oratorical Contest.

ORATORY.

This course is thoroughly practical. The student is led to discover for himself the principles of oratorical composition by studying masterpieces of oratory for structure and spirit. He is led to imbibe their spirit by speaking these orations before the class in his own words. Then after reading on some subject of vital interest, the student outlines an original oration. From this outline he speaks extemporaneously with true oratoric spirit, and his oration is developed before the class, step by step.

DEBATE.

A formal debate is held once a week; some question of public moment is discussed throughout a series of debates, and the speakers freely criticised in open session. Much drill is also given in the art of argumentation. Once a month the session is devoted to parliamentary law, and the students trained in the management of assemblies.

PUBLIC READING.

The purpose of the courses in Public Reading is to pre-

pare the student to appreciate and interpret the best in literature, and so to interpret it that it may be a source of real entertainment and of profit to an audience.

Two classes per week are devoted to this work throughout the whole course. Private drill and criticism supplements the class room work. The public and private recitals by the School of Expression students give opportunity to put all theory into practice before an audience.

IMPERSONATIONS.

This is the art of character portrayal. It is the art which enables one person to create for the minds of an audience one or many characters; to make them live and speak, each in his own vernacular; to keep the illusion perfect while they interact upon each other in the intricacies of a play. Students are trained first in the delineation of single types of character. Then they are taught to portray simple scenes in which two or three characters take part. Finally each student is encouraged to choose a play or to dramatize a novel, and give this effective presentation.

COURSES.

Course I. Public Reading and Personal Criticism, Professors Garns and Orr.
Course 3. Impersonations, Professor Garns.
Course 4. Literary Masterpieces, Professor Garns.

THE DRAMA.

The late revival of interest in the literary drama makes a thorough study of the drama, ancient and modern, imperative to the Reader and to the Teacher of Literature, as well as to the aspirant to stage honors.

The "School" offers splendid advantages in this theoretical and literary phase of dramatic work. Professor Trever of the Department of Greek of Lawrence College, offers a splendid course in the "Development of the Greek Drama," which makes clear the origins and earlier tendencies of this form. Professor Corkhill's course in "Shakespeare" briefly touches the pre-Shakespearian influence and leads one into that magic world of Shakespeare's "mind and art." Professor Orr will give a course in the "Modern Drama" which will deal with modern influences and tendencies.

In addition to the courses outlined above much time is spent in actual stage training; how to study a play, how to study a character part, and in detail much of the art of acting from the simplest discovery and transitions to the revelation of the deepest passions of the soul.

From two to five plays are staged each year by the "School," including an open air production at Commencement time.

COURSES.

Course I. The Development of the Greek Drama, Professor Trever
Course II. Shakespeare, Professor Corkhill
Course IV. Elements of Impersonation and Acting Professor Garns
Course V. Dramatic Work in Plays, Professor Orr

PSYCHOLOGY AND METHODS OF TEACHING.

The methods of the "School of Expression" are founded upon a definite science—psychology. The mind and its activities are recognized as the *cause* of all expression and all the work of the "School" deals with causes (mental

states and activities) and not primarily with effects. This method makes it imperative that the students have a knowledge of this "science of the soul" sufficient at least to enable him by introspection to study the workings of his own mind and emotional nature.

During the first year, therefore, a brief course is given outlining the fundamentals of Psychology and showing its relations to Public Speaking and Reading. The second year of the "Teachers" and "Bachelor of Oratory" courses requires the College work in "General Psychology" and "Educational Psychology" under Professor Farley. Following these courses those preparing to teach will take the courses on "History of Education" and "Principles of Teaching."

COURSES.

Course I. Psychology of Reading, Professor Garns
Course II. General Psychology, Professor Farley
Course III. Educational Psychology, Professor Farley
Course IV. "How to Teach Reading in the Public Schools," Professor Garns
Course V. Principles of Teaching, Professor Farley

THE TRAINING OF THE BODY.

The courses which have as their object the training of the body are arranged progressively and should be taken in the order of their development. They first aim to remove all constriction and self-consciousness, and to establish physical repose. Next, the endeavor is to so stimulate the desire to express that "expressive action" must result. Under suggestion and criticism this action, crude at

first, gradually becomes significant pantomine, until little by little all the physical agents of expression are furnished, each with its vocabulary of expressive actions.

These courses if faithfully followed will give the student (1) a sense of reposeful power growing out of the harmonious adjustment of mind and body, (2) increasing health and abundant nervous energy, and (3) a good platform presence and effective gesture and action.

COURSES.

Course 1. Physical Culture for Repose and Power,
Mrs. Retz-Garns
Course 2. Expressive Action and Pantomine,
Professor Garns
Course 5. Dramatic Action,
Professor Orr

THE TRAINING OF THE VOICE.

The vocal work naturally divides itself into two parts. There is one group of courses in Voice Training and another in Vocal Expression. Under group one, correct breathing is established, the tone passage is freed from constriction, correct tone production gradually made habitual, and the voice rendered resonant and sensitive to the colorings of emotion.

In the courses of group two attention is directed to the matter to be expressed. By deepening the student's grasp of his subject matter, and by stimulating his desire to express, vocal response is secured in correct 'speech tunes,' pause, stress, and emotional coloring. This method of depending wholly upon changing the students conceptions, discriminations of ideas and attitudes of mind, to change the vocal expression is no longer an experiment, having

been used by some of the most successful teachers in the country.

COURSES.

Course 1. Voice Production,
Professor and Mrs. Garns
Course 2. Elements of Speech,
Mrs. Retz-Garns
Course 4. Vocal Response to Emotion,
Professor Garns
Course 1. Vocal Expression of Simple Ideas,
Professor Orr
Course 2. Imagination and Vocal Response,
Professor Garns

PUBLIC RECITALS.

No amount of class drill nor of private rehearsal will give one ease and self-possession on the platform. This can only come through actual experience before an audience. Until the student gains some degree of confidence he is allowed to appear at the Semi-public Recitals only. Then as he gains in ease and assurance he comes on at the weekly Public Recitals. Preparation for these recitals is made in the Interpretation classes under Professor Garns and in the private lessons under Mrs. Garns, Professor Orr and Miss Simpson.

PRIVATE LESSONS.

Each student is a new problem. He has difficulties to overcome and faults to correct which are peculiar to himself. Many of these faults find their best correction in the drill classes where the student is not likely to be self-conscious. Other faults, more subtle or more stubborn, must be given individual attention privately.

To this end each student is given two free private lessons each week and such other individual help and encouragement as a deep personal interest on the part of the instructors may dictate.

Extra private work may be had at the regular private lesson rates scheduled on another page.

THE EXPRESSION CLUB.

All students taking work in the School of Expression are eligible to membership in the Expression Club. The Club has a threefold purpose,—to do literary and dramatic work, to promote social fellowship among the students, and to enable its members to gain some degree of ease and poise in social intercourse. Three meetings in the month are devoted to literary and dramatic program work, and a fourth to a social evening. During the year just past, the Club has devoted its time to the study of Shakespearian plays, and to the giving of scenes from each play as it was discussed.

THE COST OF INSTRUCTION.

The cost of tuition in all other schools of equal rank is $150 to $200 for two fifteen-week semesters. Tuition here for two eighteen-week semesters:

Regular Students.

First and second year—sixteen to twenty class hours each week and free private lessons —per semester	$ 55.00
Whole first year (if paid in advance)	$100.00
Gymnasium fee, per semester	1.50
Library fee, per semester	1.00

Graduating fee, diploma courses	5.00
Graduating fee, Bachelor of Oratory	10.00

Irregular Students.

Any class, per semester hour	4.00
Five or more hours, per semester hour	3.50

Private Lesson Fees.

With Professor Garns

Single lessons (thirty minutes)	1.50
Course of ten lessons (in advance)	12.00

With Professor Orr

Single lessons (thirty minutes)	1.00
Course of ten lessons (in advance)	9.00

With Mrs. Garns

Single lessons (thirty minutes)	1.00
Course of ten lessons (in advance)	9.00

With Professor Thompson

Single lessons (thirty minutes)	1.00
Course of ten lessons (in advance)	9.00

With Miss Simpson

Single lessons (thirty minutes)	.50
Course of ten lessons (in advance)	4.50

LAWRENCE CONSERVATORY OF MUSIC

FACULTY.

Samuel Plantz, Ph. D., D. D., LL., D., President of the College.

William Harper, Dean; Voice Culture, Interpretation of Song, Conductor of Music.

Edgar A. Brazleton, Director of Piano Department; Instructor in Piano, Harmony, History of Music.

Willy Jaffe, Director of Violin Department; Instructor in Violin.

Elsie E. Webb, A. R. C. M., Instructor in Voice.

Arthur Arneke, A. G. O., Instructor in Piano and Organ.

Carl J. Waterman, Instructor in Voice and Public School Music Methods.

Winifred M. Bright, Instructor in Piano.

Lera M. Thackray, Assistant Instructor in Piano.

FORE-WORDS.

The affinity existing between letters and the arts naturally suggests the college as the place where the two may be studied side by side. The Lawrence Conservatory of Music, therefore, is especially fortunate, because it is a department of Lawrence College, and enjoys all its social, religious and intellectual advantages. The general plan of the school is similar to that of the best conservatories. It aims at the production of intelligent musicians of liberal culture in the various departments of musical activity.

As the course of study laid down in colleges and seminaries of learning is not intended to give a knowledge of any one branch alone, but, by combining the study of language with that of mathematics, natural sciences, history, etc., to secure to the student such an intellectual development was will form a substantial basis for future attainments, so in the Conservatory the course has been planned with reference to securing that symmetrical development of the musical faculties which is essential to the true musician, whether teacher or virtuoso.

With exceptionally fine equipments, and with a corps of efficient teachers, who give their entire time to the school, the Lawrence Conservatory of Music has taken a leading position in higher musical education, and looks forward to enlarged opportunities, and to a still more successful career.

HISTORICAL.

The Lawrence Conservatory of Music is an outgrowth of music work which, for over sixty years, has been carried on in connection with the work of Lawrence College. Four years ago the trustees purchased a building which was rebuilt and equipped for a conservatory, and raised the work into the dignity of a department. While the school is new, it has already attracted wide attention, and is growing rapidly into one of the strong conservatories of the middle west.

BUILDINGS.

The Conservatory has an excellent equipment of buildings. The present year a new recital hall, called after the donor, the late George F. Peabody of Appleton, has been erected. It is built of stone, is attractive in design, and contains a beautiful recital hall capable of seating 350 people, the offices of the Conservatory, a waiting room, and

ten studios for teachers. Besides Peabody Hall the Conservatory has another building joined to it by a covered passage-way which is used for practice purposes. It is a large, commodius building, attractive in appearance, and will accommodate all who need facilities for practice work. The two buildings make a very complete and adequate plant.

METHODS OF INSTRUCTION.

Instruction in instrumental and vocal music is based upon private lessons, and not upon the so-called "conservatory" or "class" system. Artistic results are dependent upon a close adaptation to the individual needs of the pupil, and cannot be satisfactorily accomplished in classes. No two students have the same mental, physical, or artistic capacity, and their individual capabilities can be neither properly nor fully developed without painstaking personal attention. The general plan for instruction in the various branches is as follows:

THE PIANO-FORTE.

There are, among educated people in these days, but few homes in which a piano is not looked upon as an almost indispensable luxury. Here, however, a knowledge of this noble instrument and its almost endless capabilities, unfortunately, ceases in the great majority of cases, except in the cultivated circles of large cities, where there is that all-important thing to the music student—musical atmosphere; and consequently, frequent opportunities of obtaining a due appreciation of the grandeur, beauty, and depth of thought and feeling which lie within a fine concert-grand piano, awaiting but the touch of the master hand to call them into life.

PREPARATORY.

Brazelton Technical Exercises.
Beyer Preliminary Method.
Streabog Op. 63 and 64.
Czerny Selected Studies Bk I. Liebling Edition; or Loeschorn Op. 65.
Heller, Op. 45.
Easy Pieces.

INTERMERIATE.

Heller Op. 45, continued.
Czerny Bk. II, and III. Liebling Edition.
Krause Etude Op. 2.
Cramer Bk. I. and II.
Sonata Op. 47 No. 2, Clementi.
Mozart, Easier Sonatas.
Liebling Major and Minor Scales and Arpeggios.
Etudes and Pieces by Standard Composers.

JUNIOR.

Czerny Op. 299 or 740 and Forty Daily Exercises.
Bach Inventions, Two and Three Voices.
Bach English Suites.
Foote, Etudes Op. 27.
Mozart Sonatas.
Chopin.
Liebling Complete Scales, Chords, and Arpeggios.
Compositions from Ancient and Modern Composers.

Note. The foregoing course of study including three terms of Harmony and Ear Training, three terms of Musical History, and two terms of Teachers' Training are the requirements for the Teachers' Certificate Course.

SENIOR (DIPLOMA).

Clementi Gradus.

Bach Well-Tempered Clavichord Bk. I.

Beethoven Sonatas.

Seeling Etudes.

Compositions by Chopin, Schumann, Mendelssohn, Moszkowski, Brahms, Godard, Grieg, MacDowell, Liebling, and others.

Second Year Harmony, Analysis, Counter-Point and Music History.

SENIOR (DEGREE COURSE) (SECOND YEAR)

Moszkowski School of Virtuosity.

Bach Well-Tempered Clavichord Bk. II.

Beethoven Sonatas.

Musical Form and Analysis.

Compositions and Concertos by Chopin, Weber, Schumann, Rubinstein, Handel, Liszt, Grieg, and others.

BACHELOR OF MUSIC DEGREE.

In addition to satisfactorily pursuing the studies outlined in the schedule above, the candidate before graduation must have received one-fourth of the total number of credits in the college of Liberal Arts necessary for the degree of Bachelor of Arts.

VOICE CULTURE.

Singing is an emotional art, but the mechanics of any art must be well understood and made so habitually perfect as to take little or none of the artist's attention while he freely expresses his thoughts and emotions. The singer who cannot control his singing muscles so as to bring out the best tone of his voice makes a poor showing, no matter how much temperament he may possess.

PREPARATORY COURSE.

Breathing exercises, relaxing of muscles of throat and chin; vocalises on the vowels; plain scale and arpeggios, Sieber exercises; simple songs.

INTERMEDIATE COURSE.

Advanced vocalises, including trill and staccato exercises, Vaccai, Marchesi, Bordogni, beginning Oratorio; simple German, French and Italian songs and arias.

ADVANCED COURSE: JUNIOR AND SENIOR YEARS.

Exercises on flexibility; perfecting of trill; developing of sustained tone; study of standard Operas and Oratorios; difficult German, French and Italian songs.

VIOLIN.

In spite of the difficulty of the violin, and the special aptitude usually considered necessary for its successful study, it has been shown that pupils with average ability may learn to play exceedingly well.

For classification and graduation, however, pronounced talent and musical ability are required, and will be carefully fostered and developed. Nevertheless, it is impossible to give any estimate of the time required to complete this course. No rules can be made with assurance of fulfillment further than an outline of the requirements. Students enroll as absolute beginners, others come with good preparatory or advanced work, while many come improperly taught. The mental and physical resources of a student must be known before prophecy may be made as to the time necessary for graduation.

Special attention is given to beauty of tone and bowing, and to intelligent interpretation, together with general technical equipment according to the methods of the greatest masters in Europe.

ORGAN.

A certain facility at the piano is necessary before the study of the organ can be taken up successfully. The course includes: Master studies for the organ by W. C. Carl; Nilson Pedal Studies and hymn-tune playing, all of which are covered during the first year.

The more advanced work includes the study of registration, advanced trio work, sonatas and pieces by Guilmant, Rheinberger, Merkel, Mendelssohn and the Bach Preludes and Fugues.

The complete course is shaped to meet the practical demands of church work.

HARMONY.

The old system of studying harmony by means of figured basses has been in a large part abandoned. While it may perhaps meet the needs of specially gifted students, the fact remains that the system is mechanical. One may become very expert in working out its problems without grasping the real principles of harmonic progression, and be totally unable to harmonize a simple hymn-tune correctly.

The system used in the school seeks to develop the musical intuitions of the student and to deduce theory from practice, rather than the reverse. Special emphasis is placed upon the fundamental principles of harmonic selection, and to cultivate a readiness in harmonizing melodies and in modulating. The result is that the student soon

has something tangible for his pains, and does not wait until finishing the text-book before he can turn his knowledge to practical account.

MUSICAL FORM AND ANALYSIS.

This course includes the resolving of musical composition into their component parts and classifying them in a systematic manner. It is divided into three general groups; the early contrapuntal, the more modern homophonic and the sonata forms. Bach is naturally the model for the earlier style, while Mendelssohn, Chopin and Schumann offer the best examples of non-developed forms. Beethoven and Brahms are most largely drawn upon for modern polyphony and development. This course is invaluable to true musicianship, as it develops the critical faculty and taste more than any other one study. It cannot, however, be entered advantageously without the complementary studies of harmony and counterpoint.

COUNTERPOINT, CANNON AND FUGUE.

The study of the strict forms is emphasized as a drill work in intellectual activity, and as an end in itself. It represents the scholarly side of musical attainment, and its study is essential to every earnest student. The difficulties are well systematized, much practical work being done at the blackboard.

COMPOSITION.

Instruction in musical composition is given throughout the entire course. Beginning with the shortest and simplest forms, the various styles of composition are worked out. Original themes are written and harmonized. A thorough drill is given in methods of notation and in ear

training. The harmonization and elaboration of the musical material is then a matter for joint discussion, and students are thrown upon their own resources as much as possible.

HISTORY OF MUSIC.

This course covers one year. The school has a valuable reference library which is placed in Peabody Hall for the use of students during the school year.

COURSE IN PUBLIC SCHOOL MUSIC METHODS.

The purpose of this course is to train men and women in the important work of Supervising and Teaching music in the Public Schools. The entrance requirements are familiarity with the rudiments of music, including time combinations and scale building, both major and minor and ability to read music at sight. While these subjects are reviewed in class there is not sufficient time given to them for their mastery by a beginner. The course requires diligent study, regular practice, marked ability for teaching, to complete in one year. Upon completion students will be given an examination similar to those given by the School Boards of Chicago, Boston and New York.

As the systems of instruction differ, students become familiar with such systems as the "Modern" (Silver, Burdette Co.) "The Eleanor Smith" and "Natural" (American Book Co.) "Educational" (Ginn & Co.) and others.

One of the advantages to students who take this course will be the class in practice teaching, each member of the class presenting the various problems of teaching, to the class and receiving helpful criticism from the instructor. Arrangements have been made to permit students to visit the various schools of Appleton and observe the actual class work.

Public School Music is assuming more and more importance throughout the country and thoroughly trained teachers who have a complete, comprehensive knowledge of the subject and an attractive manner of presenting it, are in demand. A High School education or its equivalent is required to secure a desirable position. Candidates for positions are frequently required to teach drawing. The College offers courses in drawing at moderate rates.

SCHEDULE OF STUDIES.

Harmony.
History of Music.
Sight Reading—Dictation—Ear Training.
Public School Methods.
Practice Teaching.
Psychology (College).

Members of this department are advised to study singing with one of the regular Voice Teachers of the Conservatory. Students should be able to play simple accompaniments on the piano.

The following outline is designed to cover Public School Music from the Primary Grade to the close of the High School.

I. *Public School Methods.* Purpose of Public School Music. Correct position of body, breathing. The child's voice and how to treat it. Ear Training. Rote singing. Rythm and development of sense of same in children. Beating time. How to unite time and tone. The Major scale. The Musical Stairway. The staff represented in its simplest manner,—scale names, pitch names, syllable names. Tonic sol fa notation to a limited extent. Tonic sol fa hand signs to a limited extent. The use of the pitch pipe. Plan of study in exercises and songs. How to secure individual proficiency. What to do with monotones.

The use of the Metronome. Directions for daily use. Notation, sight singing, visualization, tone thinking, interval drill and part singing. The Chromatic scale and how to teach it. Syncopation, Bass Clef, Triads, Modulation. The Minor scales, Musical terms, Class work, Individual work. How the unmusical teacher may teach time. The value of song singing as a basis for future study. The use and abuse of syllables. Placing voices in parts. The use of the baton. Transposing. The study of the various courses leading to a complete outline for a course of study. Practice teaching and directing. Vowel practice, Enunciation. Phrasing. Expression, Style.

II. *Course in Sight Reading, Vocal.* Drill in Scale and Interval singing. Time sub-divisions, ear training, dictation, part singing.

Students not taking the course in Public School Music may take this course. Many men and women with good voices might secure good paying positions in church choirs, if they could read music readily, at sight. The pupils of this department will receive instruction which will enable them to read music at sight, alone or in parts, without the aid of an instrument.

REQUIREMENTS FOR A CERTIFICATE IN PUBLIC SCHOOL MUSIC.

Normal Public School Music	3 Terms
Sight Reading (Vocal)	3 Terms
Harmony	3 Terms
Voice	3 Terms
Musical History	3 Terms
Piano	3 Terms

INFORMATION.

Requirements for Admission.

Students entering the School of Music do so either as regular or Special students. In the former case, they pursue prescribed courses of study, and become candidates for a certificate or diploma. As special students, they pursue such work as they may elect.

MUSIC CREDITS FOR COLLEGE STUDENTS.

College students who wish to study music but not as extensively as the musical courses provide, may use music study as electives in their regular course.

Twelve hours credit in music may be had as electives in the courses leading to the A. B. degree, one third of the credit offered must be in theoretical subjects.

CERTIFICATES AND DEGREES.

The Conservatory of Music of Lawrence College is a thoroughly equipped, degree-conferring, professional school with its own dean and faculty of professors, instructors and assistant instructors.

The candidate for graduation pursues two years of Harmony, Counterpoint and Analysis, one year of Musical History, and must be able to render a comprehensive program. The requirements for the Degree of Mus. Bac. are (in addition to the above) Musical Form and a public performance of virtuoso literature.

TEACHERS' CERTIFICATE COURSE

is designed to meet the needs of students who find it necessary to make a profession of teaching before completing the entire course. The requirements are, Junior Year

Technic, three terms of Harmony and Ear Training, three terms of Musical History and two terms of Teachers' Training.

All students of voice or violin, who are candidates for the Teachers' Certificate or the Diploma, are required to have some knowledge of the piano.

Classes are formed during the third term of school children between the ages of nine and fifteen years. Of these classes, which have two lessons each week, the student teachers take full charge.

ARTISTS' SERIES.

In order that students may hear the proper interpretation of the best music, a recital course has been provided. These recitals are given by outside artists and also by the Conservatory faculty.

The following artists have appeared: David Bispham, Ernest Schelling, Flonzaley Quartette, Mary Hissem-de-Moss, Sybil Sammis, George Hamlin, Luella Chilson Ohrman, Georgia Hall, Jeanne Jomelli, Allen Spencer, Louise Burton, Jaffe String Quartette.

FACULTY RECITALS.

One of the most helpful features of the department are recitals by the faculty. Every term programs are arranged. The students hear the choicest numbers from classic writers. The faculty of Lawrence Conservatory do not give complimentary public recitals. A small admission fee is charged the general public. Music students receive free tickets.

STUDENTS' RECITALS.

During the year the students give their own recitals. Unclassified recitals are given by such as the teachers think are prepared. The spirit of helpfulness and comradeship pervades all the recitals.

CONSERVATORY ENSEMBLE ORGANIZATIONS.

No student can claim to have a broad musical education who has not acquired the ability to participate in ensemble work, and yet work of this character is almost entirely neglected in most schools of music in this country. The work of the following ensemble organizations has not been allowed in the least to interfere with or take the place of the work of private instruction in the Conservatory, but has rather supplemented the latter. Their purpose has been that of serious study rather than of public performance. The musical public of Appleton, however, best testimony to the fact that the concerts of these organizations have been the most popular musical events in Appleton during the past two seasons.

There is no expense connected with membership in any of the Conservatory ensemble organizations.

GLEE CLUB.

The Glee Club has for many years been a prominent feature of the college, giving annually a series of concerts in various cities of Wisconsin besides participating in many local events. Membership is restricted to conservatory and college students.

CHORAL SOCIETY.

The Appleton Choral Society numbers one hundred and fifty voices, composed of students and local residents, of which Mr. Edgar A. Brazelton of the School of Music, is

director. Its purpose is to give oratorios, cantatas, and part songs in the local musical world, and the best of solo talent is procured. The conditions of membership are a voice of fair effectiveness, a correct ear, some knowledge of musical notation, regularity in attendance. Two concerts are given each season.

THE A CAPPELLA CHOIR.

The Conservatory will organize next year a small choir of voices selected from the more advanced and talented students, for the performance of unaccompanied choral music, especially that of the great mediaeval masters such as Palestrina, Orlanda di Lasso and others.

CHURCH CHOIR.

Students in this Conservatory have opportunities to gain experience in church music in the Methodist or Congregational Church Choirs, the latter being under the direction of Dean Harper.

CONSERVATORY LIBRARY.

Students enjoy access, without charge, to the Library and Reading room of the Conservatory. In this collection there are many valuable books of reference and students will find a number of works for study and reading under the heads of Biography, Histories of Music, Aesthetics of Music, Dictionaries, Criticism and Essays, etc.

PRACTICE ROOM RULES.

No student will be allowed to change the hours for practice with other students. No absences from practice will be allowed. Only pupils engaging term periods of special

lengths will be allowed to use the rooms. No students will be allowed in the practice rooms except the ones who have them engaged.

SELF HELP.

Many of the students of the college find it possible to make a portion, and in some cases all of their expenses, by engaging in some sort of work while attending the college. Every assistance possible is given to those desiring to work.

OWN DORMITORIES FOR CONSERVATORY.

The Lawrence Conservatory of Music has its own dormitories for the young women attending the institution.

The dormitories are located within convenient distance from the conservatory. They are comfortably and tastefully furnished and a college and musical spirit will be given the entire establishments.

Full particulars concerning rooms, meals, etc., will be mailed on application.

Each dormitory will be in charge of a Preceptress, who will live in the building and associate with the students as friend and adviser.

All women students, wherever they reside, are under the supervision of the Preceptress and are expected to conform to the general regulations prescribed for the conduct of those living in the dormitories.

A list of boarding places is kept at the office, and every assistance is rendered to locate students in satisfactory quarters.

Choice of the rooms and boarding places is subject to the approval of the Dean of the Conservatory.

Young women students are not permitted to room in the same houses in which young men students reside.

Application for admission to the dormitories should be made early and should be accompanied with a deposit of $5.00, without which no room will be reserved. If a room is engaged and the Dean is notified to cancel it before August 15 the deposit fee will be returned, but in no case if the notification is received after this date. Students who are permitted to leave the dormitories before the close of a term will be required to pay the room rent till the end of the term.

Rooms are furnished with Sanitary couches, table, chairs, bureau, washstand, mirror, bowl, and pitcher. Other articles students will provide for themselves. The floors are oiled or painted and may be so used, unless the student prefers a rug or carpet. Reductions are not made for absences less than one week in extent. Women from abroad are required to board in the dormitories unless for adequate reasons, at the request of their parents or guardians, they are excused to board elsewhere. Occupants of rooms will be required to pay promptly for any damages. Students must pay for all laundry, except towels, and bed linen not to exceed six pieces per week. It is requested that all linen be plainly marked.

RULES AND REGULATIONS.

All pupils entering the conservatory do so with the distinct understanding that they will be governed and must abide by the following rules and regulations:

The tuition of the conservatory is payable in advance for each term.

Students commencing a term are thereby obligated to complete it.

Lessons lost in consequence of the absence of the pupil will not be made good by the conservatory except in case

of protracted illness, when due notice in writing has been given to the Dean of the conservatory.

No pupil of the conservatory is allowed to omit lessons without sufficient cause.

Pupils may enter the conservatory at any time during a term, and tuition will be charged only from the date of the first lesson. No charge will be made for the expired portion of the term.

The competition for prizes is confined to second year students.

Pupils who are successful in any competition may not compete for the same prize again.

Students are expected to attend all recitals and lectures, whether they take part or not, as it is for their benefit such recitals and lectures are given.

College students intending to study music are required to do so at Lawrence Conservatory, a department of Lawrence College.

Students are not allowed to perform in public without permission of the Dean.

Any cause for dissatisfaction should be reported to the Dean who will give the matter immediate and personal attention.

Owing to the crowded condition of the Conservatory, students desiring to study with leading teachers are advised to make application for time some months in advance of the fall opening. Make application to the Dean.

TERMS AND TUITION.

In considering the terms for tuition, the standing of the instructor should be taken carefully into account. The Conservatory does not contend that the tuition is the cheapest, but it does claim—and investigation will sub-

stantiate this claim beyond contention—that for the grade of instruction offered the Conservatory rates are very moderate. The teachers for whom the highest rates are charged rank at the top of their profession. The intermediate teachers are musicians of high standing, thoroughly competent to give instruction to the most advanced student. The preparatory teachers in most cases are post-graduates of this institution. Their education has been along the broadest and most approved lines and all have had ample experience as teachers.

For further information concerning the Conservatory address, WILLIAM HARPER, Dean.

DEPARTMENT OF ART

Samuel Plantz, Ph. D., D. D., LL. D., President.
Otho Pearre Fairfield, A. M., Lecturer on the Theory and History of Art.
Elsie Buck Bottensek, Instructor in Painting.
Aimee Baker, Instructor in Drawing.

GENERAL STATEMENT.

The Department of Art has been organized to meet the needs of students who feel that a general knowledge of art is essential to every truly cultured man and woman, and especially to provide for those who wish to make a profession of art, either as artists, as art critics, or as teachers of Art. The courses are, therefore, so planned that they may be pursued while the student is taking other courses in the college, or the student may devote his entire time to the work. Students may enter at the beginning of either semester, and, if they desire individual instruction, may commence the work at any time. Particular attention is given to sketching from nature during the fall and spring months. A thorough course is outlined which students must complete before receiving a diploma. Each person is advanced in the work on the basis of competency rather than limit of time. The department has such equipment as is necessary for thorough training in the courses offered.

SCOPE OF THE WORK.

The scope of the work in this department may be briefly stated as follows: Drawing both plain and perspective,

light and shade, painting, pyrography, and china decorating. Work is also given in the theory and history of the Fine Arts, with special reference to painting.

Practical work is done through all the usual media—pencil, pen and ink, charcoal, crayon, India ink, sepia, water color, mineral colors, and oil.

Composition, drawing, shading and coloring are taught in their due order, and geometric forms, casts, animals, the human figure, and natural landscapes are made chief objects of study. Portrait work is open to those who are prepared to undertake it. Special attention is given to China painting, and a study made of appropriate and decorative designs.

Special attention is given to the preparation of students for teaching drawing in the public schools. The work in this course is thoroughly practical and can be entered upon by beginners in Art, as well as by more advanced students.

Instruction is also given in designing and illustrating with reference to newspaper, magazine, and book work.

COURSE OF STUDY.

The course of study in this department may be completed in four years in connection with college work, three hours of Art work being equivalent to one hour of recitation work. Candidates for the degree of Bachelor of Arts in the College of Liberal Arts may elect eight hours in the department of Art. Students who are taking work in the Conservatory of Music may elect fifteen hours in Art and have it count toward the degree of Bachelor of Music. Those who wish to devote their entire time to Art can usually complete the work in two years, but ordinary students will require a longer time to acquire independent proficiency in all branches of the course. Diplomas are

given those who complete the course, and also to those who have finished the work arranged for such as desire to teach drawing in the public schools.

Courses are offered in the College of Liberal Arts in mechanical drawing and photography which may be taken by art students who are prepared to enter them. They may also take any other courses in letters which they may desire by consultation with the President.

OUTLINE OF COURSES.

1. History of Painting.—*Throughout the year. Tu. Th.* 3:30. *Credit,* 4 *hours.*

The course treats of the development of painting from Roman times to the present. Artists and their art are put into proper relation to the thought and life of their times. Reproductions are used as the basis of lectures and by the student for personal study. Not given in 1910-1911.

2. History of Architecture and Sculpture.—*First semester. Tu. Th.* 3:30 *Credit,* 2 *hours.*

This course is similar in methods to course I. It will cover the period from the earliest times to the Fall of Rome.

3. History of Architecture and Sculpture.—*Second semester. Tu. Th.* 3:30. *Credit,* 2 *hourss.*

A continuation of course 2, carrying the history on to the present.

4. Elementary Drawing. This work includes drawing in free-hand outlines, embracing form and proportion. Outline drawing of conventional and natural form from flats and models together with study in light and shade and elementary perspective is included.

5. Advanced Drawing. Drawing and shading from casts, still life, and natural objects, pen drawing, and perspective constitute the work in this course.

6. Public School Drawing. This course is especially arranged for those who wish to prepare to supervise drawing in the public schools. In addition to work selected from the courses outlined above discussions are offered on methods of teaching and popular systems of drawing, together with such special exercises as are most valuable for those expecting to teach.

7. Painting. This includes work in oil and water color, painting from studies, still life, and nature, and landscape painting in oil and water colors from nature, embracing aerial perspective and composition.

8. China Painting. Work is offered in china painting and stencil designing and other forms of decorative work.

9. Portraiture. This course includes what is usually done in all kinds of portrait work.

SCHEDULE OF EXPENSES.

Painting in Oil and Water Colors, each semester five hours	$18.00
Drawing, each semester five hours	18.00
Drawing in class, two hours per week each semester	4.00
China Painting, each semester five hours	18.00
Private lessons in any line, per lesson	1.00

All fees must be paid at the office. No student in attendance upon any department of the college will be permitted to take lessons in art from teachers other than those regularly employed in this department.

STUDENTS

POST GRADUATES.

Ames, Katheryn Latin.	Markesan.
Barnes, Robert Latin.	Crookston, Minn.
Belscamper, Amine History and English.	Kaukauna.
Bomier, Cora History and English.	Appleton.
Bounds, Florence Latin and German.	Appleton.
Brigham, Francis H. Philosophy and English.	Wausau.
Brooks, Lavern Ethics and Sociology.	Manitowoc.
Crowe, Ethel Literature and Rhetoric.	Tacoma, Wash.
Fry, George W. Economics and Sociology.	Oklahoma City, Olk.
Harris, Fred W. Sociology and Religion.	Chippewa Falls.
Hart, Myrtle Latin.	Appleton.
Kern, Warren Everett History and Sociology.	Elburn, Ill.
Kohlstedt, E. D. Sociology and Philosophy.	Beloit.
Knutzen, Lorenz Economics and Hebrew.	Mayville.
McInnes, George K. Sociology.	Edgerton.
Paul, J. H. Sociology and History.	Green Bay.

Pedley, Frank C. Latin and Greek.	Missouri Valley, Ia.
Souther, Genevieve Latin and German.	Mauston.
Souther, Nathalie Chemistry.	Mauston.
Trever, Erna Latin and Greek.	Antigo.
Triggs, A. W. History.	East Troy.
Witherbee, Lillie G. German.	Galesville.

Senior Class.

Alderson, Flossie	Fennimore.
Biederman, Carolyn	Edgerton.
Bleecker, Harrie Lyell	Neenah.
Cass, Hazel Virginia	Viroqua.
Clare, Maurice Amer	Spokane, Wash.
Ek, Frederick	Superior.
Fadner, Henry Raymond	Appleton.
Foote, Frank McDonald	Lodi.
Grane, Olga	Stoughton.
Hahn, Ada	Jefferson.
Hardacker, Alys Lauretta	Appleton.
Jenkins, Rouget DeLisle	Chippewa, Falls.
Jochinsen, John Peter	Milladore.
Karnopp, George Frank	Almond.
Kellar, Bessie Viola	Edgerton.
Kranz, Frederick William	Weyauwega.
Lewis, Wilford Carl	Appleton.
Little, Arthur William	Park Rapids, Minn.
Lomas, Emma Priscilla	Green Bay.
Medd, Bessie Mae	Appleton.
Meloney, Nettie	Spooner, Minn.
Miller, Roland Norton	Appleton.
Monroe, Noel Gates	Spooner.
Mueller, Elsie	Green Bay.
McKinney, Lelah	Barron.

Newton, Harrie Winn	Waupun.
Nicol, Hazel K.	Sparta.
Nogel, Frederick Grant	Madison.
Oosterhous, Albert George	Plymouth.
Otto, Arnold C.	Forest Junction.
Ostrander, Ward A.	Omro.
Parker, Gladys	Fennimore.
Patterson, Abram Conklin	Appleton.
Pendell, Bernice	Randolph.
Perkins, Judson Thomas	Woodman.
Proper, John Wesley	Appleton.
Reynolds, Grace Mae	Janesville.
Schaal, Oscar	Gillett.
Schneider, Andrew Sidney	Appleton.
Schoephoester, Esther	Padus.
Smith, Ethelyn	Evansville.
Smith, Fannie	River Falls.
Strang, Lester Jacob	Footville.
Stuhlfauth, John	Wausau.
Swanson, Lillie	Bayfield.
Theleen, Eva Minnie	Kenosha.
Thomas, Elizabeth D.	Appleton.
Thompson, Joseph Edmund	Greenwood.
Van Patter, Frances	Glen Flora.
Varney Maude Beatrice	Greenwood.
Vesley, Susie Henriette	Portage.
Wakeman, Ruth Elizabeth	Lake Mills.
Weaver, Stella Clara	Thorpe.
West, Lois Marie	Rice Lake.
Wiegand, Edna Martha	Fond du Lac.
Willett, Arthur Dan	Madison.
Winn, John Ackermann	Portage.
Wittman, Gerda Pauline	Merrill.

Junior Class.

Allen, Chester H.	Appleton.
Bailey, Margaret Geraldine	Appleton.
Bailey, Rueben Jay	Clintonville.
Baker, Harriet Mina	Columbus.
Beyer, Charles	Green Bay.

Collinge, William	Clinton.
Cornillie, Marie Grace	Milwaukee.
Culver, Vida	Appleton.
Dilling, Henry Raymond	Fond du Lac.
Easterling, Aldis Byron	Kokomo, Ind.
Foster, Leighton George	Brodhead.
Frederickson, Julia Amanda	Racine.
Gericke, Edna	Lake Mills.
Hackworthy, Georgina Winifred	Appleton.
Hahn, Erna	Jefferson.
Hall, Evelyn Blanche	Appleton.
Hampel, Edith	Appleton.
Hanson, Josephine Helena	Mondovi.
Harker, Jennie Jeffery	Shullsburg.
Harness, Robert Walter	Neenah.
Heiden, Harry Hartway	Sheboygan.
Hitchcock, Eleanor Mary	Edgerton.
Humphrey, Georgia	Milwaukee.
Isely, Edith Mae	Monroe.
Isely, Chris Robert	Monroe.
Ivey, Paul Wesley	Grayling, Mich.
Jackson, Everett George	Cuba.
Johnson, Irene Nina	Wausau.
Jones, Jennie Mabel	Oshkosh.
Kelley, Lilas Alexander	Appleton.
Kendall, John Truman	Appleton.
Kidder, Ray N.	Milton Junction.
Koch, Verona Clara	Appleton.
Koehn, George Llewelyn	Sheboygan.
Kranz, Conrad E.	Weyauwega.
Krentz, Gladys Louise	Westfield.
Kumlien, Wendell	Fort Atkinson.
Leek, Raymond Wilbur	Racine.
Lindsley, Laura Amelia	Appleton.
Manley, Elzo R.	Hortonville.
Marks, Harriet Jeanette	Lancaster.
Mommsen, Adolph Christian	Horseman.
McDowell, Donald C.	Soldiers Grove.
McNaughton, Robert Schiells	Kaukauna.
McNiesh, Welcome K.	Appleton.

Nix, Irving Francis	Winnipeg.
Peebles, Harold Grunert	Appleton.
Perry, Claire W.	Waldo.
Plank, Clarence Cone	Plainfield.
Rasmussen, Walter Edwin	Hammond.
Rath, William David	Almond.
Saecker, Enid Marguerite	Appleton.
Shelly, Charles Manley	Tippecanoe, Ind.
Small, Harry W.	Manitowoc.
St. John, James Richard	Oshkosh.
Sutcliffe, Grace Wade	Endeavor.
Taylor, Jane Elizabeth	Pipestone, Minn.
Taylor, Vera Glenn	Portage.
Thomas, Ethel	Appleton.
Vance, Jesse George	Chippewa Falls.
Vaughn, Wilbur L.	Winslow, Ill.
Wilson, Winifred W.	Oshkosh.
Zilisch, Herbert Emil	Juneau.

Sophomore Class.

Austin, George Marden	Janesville.
Austin, Julia Lucretia	Janesville.
Bennison, Floyd William	Janesville.
Bergstrom, Diedrich Waldemar	Neenah.
Bolton, Raymond L.	Tomah.
Bray, Mark Wilder	Appleton.
Brayton, Helen Louise	Appleton.
Brigham, Henrietta Harrison	Wausau.
Brokaw, Norman Edmonds	Appleton.
Brooks, Emmett	Omro.
Buelow, Paul	Kaukauna.
Bushey, Lucile	Appleton.
Bussard, Alita L.	Kaukauna.
Cadman, Bernice Margaret	Appleton.
Carmichael, George Coleman	Fond du Lac.
Cola, Eda	Iron Mountain, Mich.
Cooke, Sarah Adeline	Kaukauna.
Crossfield, Jessie Myrtle	Fort Atkinson.
Dahl, Henry	Blair.
De Swarte, Ruth	Wauwatosa.

Devlin, Lillian	Appleton.
Dickinson, Kenneth Scott	Appleton.
Dickinson, Philetus Sawyer	Appleton.
Doll, Elva Claire	Lancaster.
Dyke, Jennie	Sheboygan Falls.
Ewers, Robert F.	Milwaukee.
Faville, Ellen Elizabeth	Lake Mills.
Fisher, Bernice L.	Fond du Lac.
Flower, Marie Rosemond	Arlington, Iowa.
Ford, Charles Eaton	Pepin.
Fries, Albert John	Merrill.
Gilbertson, Leslie Clifford	Galesville.
Gochnauer, Harry	Appleton.
Hare, Doris	Superior.
Harriman, Eleanor	Appleton.
Harris, Edna Mae	Kilbourn.
Herschleb, Jerry M.	Grand Rapids.
Hill, Mabel Ursula	Green Bay.
Hinderman, Eugene	Marinette.
Hughes, Edna B.	Randolph.
Jacoby, Julia Elizabeth	Appleton.
James, Harry I.	Gloucestershire, Eng.
Jewell, Lulu M.	Mineral Point.
Johnson, Selma Juliette	Mt. Horeb.
Johnson, Willard B.	Luverne, Minn.
Karnopp, Ella A.	Almond.
Kester, Guy Fred	Faribault, Minn.
Kline, Matthew Joseph	Kaukauna.
Klumb, Ella Anna	Appleton.
Kumlien, Ethel	Fort Atkinson.
Larson, Peter Ditmar	Green Bay.
Lawrence, Clyde H.	Sturgeon Bay.
Lembcke, Walter A.	Appleton.
Leutsker, Roy K.	Antigo.
Lowe, Willard	Petersburg.
Marcy, Merrill Lawrence	Fairchild.
Mates, Mabel May	Belmont.
Miller, Irving G.	Montevideo, Minn.
McConnell, Claude H.	Tomah.
McGowan, Milton W.	Algoma.

McKinney, Loren C.	Appleton.
McNaughton, Helen Mary	Appleton.
Nelson, Leila	Manitowoc.
Pardee, Grace	Appleton.
Pascoe, Charles Samuel	Hancock, Mich.
Pendell, Lora	Randolph.
Pengelly, Jane M.	Dodgeville.
Pennock, Edith L.	Bloomington.
Rasey, Lee Cassius	Marion.
Roberts, Chester Arthur	Fort Atkinson.
Roberts, Chester Joseph	Birnamwood.
Rohan, Benjamin J.	Oconto.
Ross, Florence	Appleton.
Rowell, Ellen	Appleton.
Rummelle, Edward	Manitowoc.
Russell, George Ernest	Cambridge, Mass.
Sayles, H. Sidney	Appleton.
Schlafer, Barbara	Appleton.
Shaver, Erwin Leander	Eau Claire.
Simester, Maude Adele	Markesan.
Slater, Edith Marie	Berlin.
Sias, Benjamin Charles	Sparta.
Stokes, Nettie	Waterloo.
Stone, Grace	Lancaster.
Swain, Louis H.	Grand Rapids.
Thomas, Florence	Appleton.
Tiegs, Ernest W.	Chicago, Ill.
Tippett, Charles Jerome	Appleton.
Tippett, Ralph W.	Appleton.
Van Ostrand, Dexter C.	Antigo.
Van Patter, James Blaine	Glen Flora.
Vits, Earl O.	Manitowoc.
Waterhouse, Clifford C.	Appleton.
Watson, Howard D.	Kaukauna.
Wells, Vernie M.	Hampton, Iowa.
White, Richard Joseph	Algoma.
Williams, Arthur Guy	Waupaca.
Williams, Bessie A.	Rib Lake.
Wilson, George Walker	Green Bay.
Woodworth, Spencer Wyndham	Cataract.

Freshman Class.

Aeschlimann, Edward J.	Plymouth.
Amundson, Paul	Black River Falls.
Anderson, Arthur	Kaukauna.
Ando, Ikutro	Hyifutamura, M., K.
Arhelger, Louis J.	Oshkosh.
Armstrong, Lester Elmer	Antigo.
Arndt, Fred M.	Barron.
Bard, William Paul	Antigo.
Barnett, Idah Marie	Neenah.
Bauman, Rexford	Shiocton.
Beamsley, Charles J.	Delavan.
Becker, Amy Gertrude	Winneconne.
Beitler, Lewis Gladys	Bloomington.
Benjamin, Lilah Marie	Cumberland.
Bishop, Bertha Gertrude	Mineral Point.
Blount, Floy J.	Appleton.
Boettcher, Elizabeth Augusta	Kaukauna.
Boon, Henry George	Appleton.
Bowell, Genevieve	Merrill.
Boyce, Curtis	Wausau.
Boyles, Lesley LeRoy	Waupaca.
Briggs, Earl Fletcher	Almond.
Bryden, Hazel Avis	Greenwood.
Burke, Elsie Blanche	Cumberland.
Bystrom, Clarence L.	Ishpeming, Mich.
Cade, Xena	Viroqua.
Canavan, Florence	Appleton.
Cass, Vera C.	Viroqua.
Cassidy, Jennie Evelyn	Chippewa Falls.
Caves, Reginald	Hancock.
Chamberlain, Arthur Dole	Superior.
Cheney, Monona Lucile	Barron.
Clark, Dorothy Upham	Appleton.
Clark, Ertel Vaughn	Augusta.
Clark, Ethel	Galesville.
Clark, Will Arthur	Belmont.
Cleveland, Bliss Stanley	Glenwood.
Colby, Ada Louise	Thorpe.
Collar, Arthur	Hortonville.

Colvin, Eugene Spaulding	Appleton.
Cotton, Hester Lucretia	Escanaba, Mich.
Craig, Etta Jean	Victoria, Mich.
Cuff, Raymond Lee	Manawa.
Curry, Ethel	Pueblo, Col.
Daniel, Kathryne Eleanor	Randolph.
Darling, Gracia Jo	Manawa.
Davis, Leah Adelle	Appleton.
Dickie, Ethel Adeline	Black River Falls.
Dixon, Jennie Isabelle	Brandon.
Ellsworth, Blanche Evelyn	Barron.
Fisk, Earl Ellsworth	Green Bay.
Floyd, Rella G.	Eureka.
Ford, Willard Stanley	Pepin.
Fowler, Dudley	Humbird.
Gentzen, Harold John	Beaver Dam.
Gibson, Anna Louise	Sheboygan.
Gillespie, Pauline Lucile	Appleton.
Grashorn, Lora Louise	Greenwood.
Green, William Carl	Green Bay.
Griswold, Jay	Sheboygan.
Grohs, Marie M.	Sheboygan Falls.
Grubb, Elwyn Earle	Weyauwega.
Hagberg, Roy Cowen	Glenwood.
Halderson, Ray Hiram	Treampealeau.
Hannon, Ralph Stanley	Green Bay.
Hanowitz, Myer	Mosinee.
Hard, Irma Mary	Milwaukee.
Harper, Emma Christena	North Bend.
Harris, Mary Catherine	Mineral Point.
Hawes, Charles Calvin	Ishpeming, Mich.
Hazen, Oakley W.	Mount Hope.
Hodgson, Herbert E.	Iron Mountain, Mich.
Hooper, George Henry	Ishpeming, Mich.
Houck, Harriet M.	Antigo.
Hughes, Effie	Plymouth.
Hunt, Edwin C.	Chippewa Falls.
Humphrey, Helen	Milwaukee.
Jacobson, Ollie	Oconomowoc.
Jenkins, Mary Emogene	Sheboygan.

Johnson, Arthur Joseph	Appleton.
Johnson, Mary E.	Oconto Falls.
Johnston, Frances Clark	Waupun.
Jungberg, Mary Pauline	Helena, Mont.
Keefe, Clarence	Appleton.
Kellogg, Laura White	Superior.
Kircher, Edward Harry	Kaukauna.
Kluth, Paul John	Clintonville.
Kopplin, Elsie	Fond du Lac.
Krueger, Raymond Carl	Brillion.
Kunde, George C.	Almond.
La Gosse, Isaac Benjamin	Womble, Ark.
Lamb, Herbert William	Appleton.
Larson, Warren Sidney	Green Bay.
Lawson, Marion F.	Menasha.
Le Roux, Claire	Republic, Mich.
Martin, Ella May	Milwaukee.
Matthews, Verne Lewis	Fond du Lac.
Maxwell, Alice E.	Arlington, S. Dak.
Meigs, Hazel Eleanor	Fox Lake.
Miller, Catherine Elizabeth	Cumberland.
Miller, Gertrude	Beaver Dam.
Miller, Gladys E.	Blue River.
Mielke, Ida Ruth	Shawano.
Mielke, Sarah Julia	Shawano.
Misdall, Hugh A.	London, England.
Mitchell, Baxter White	Appleton.
Morse, Bertha May	Tomahawk.
MacKenzie, Ethel	Hancock, Mich.
McGillis, Crescent Joseph	Escanaba, Mich.
McKinney, Paul J.	Appleton.
Neevel, Harold W.	Waupun.
Oberg, Elsie	Appleton.
Oien, Gerhard S.	Battle Lake, Minn.
Oosterhuis, Alice	Sheboygan Falls.
Oosterhous, Ora V.	Plymouth.
Parmenter, Ronald Elmer	Neenah.
Peck, Josephine	Chicago, Ill.
Penn, Gladys Imogene	Manawa.
Plantz, Florence Ethel	Appleton.

Poppe, Mathilda A.	Appleton.
Pors, Charles M.	Marshfield.
Powell, Edna Margaret	Barron.
Preston, Ornie	Antigo.
Puchner, Ethel	Wittenberg.
Quayle, Myrtle Irene	Gwinn, Mich.
Quayle, Richard Clayton	Gwinn, Mich.
Radford, Charles Frederick	Hermansville, Mich.
Russell, Lawrence Lloyd	Tomahawk.
Saiberlich, Erwin W.	Appleton.
Sampson, Wylie C.	Wausau.
Sawyer, Mildred L.	Waupun.
Sawyer, Millard Holton	Milwaukee.
Sawyer, Ruth	Waupun.
Scandling, Orville Bennett	Iron Mountain, Mich.
Schlytter, Melvin	Wittenberg.
Schmidtmann, Emil John	Manitowoc.
Scott, C. Beecher	Colfax.
Sharpe, Mary Elizabeth	Waldo.
Slagg, C. Merwyn	Cambridge.
Slaughter, Laura Lou	Green Bay.
Smith, Dean Earl	Lake Mills.
Smith, Faith A.	Appleton.
Smith, Howard Lowell	Oshkosh.
Smith, Jessie Lee	Appleton.
Smith, Moses W.	Sparta.
Smith, Noble	Appleton.
Smith, William Watkins	Sleepy Eye, Minn.
Snyder, Marie Margaret	Escanaba, Mich.
Sorenson, Raymond	Appleton.
Spear, Maude L.	Appleton.
Spencer, Lorraine Culver	Appleton.
Spratt, Walter	Sheboygan.
Stanchfield, Mabel Gertrude	Fond du Lac.
Stevens, Marion Ruth	Eau Claire.
Stevenson, Marjorie Darling	Aurora, Canada.
Stimson, Paul Reeve	Appleton.
Stoppenbach, Margaret	Boise, Idaho.
Sundet, Margaret	Chippewa Falls.
Sylvester, Harry	Appleton.

Taylor, Mildred E.	Barron.
Thauer, Olive Elizabeth	Watertown.
Thayer, Goldie Ethel	Chicago, Ill.
Thom, Barbara A.	Menasha.
Thurber, Francis	Ellsworth.
Tichnor, Lauren E.	Sedley, Saskatchewan.
Tippett, Earl James	Appleton.
Uplegger, Alfred Martin Johann	Appleton.
Vandehei, Eugene Even	Marion.
Van Meter, Karl Bagley	New Richmond.
Van Ostrand, Mortimer	Antigo.
Velte, Wallace L.	Poysippi.
Venne, Claude Stephen	Tomahawk.
Warnock, Anna W.	Raddison.
Waste, Florence Claire	Antigo.
White, Rachel Effie	Rhinelander.
Willard, Harold Gerrish	New London.
Williams, Paul	Waupaca.
Williams, Stewart Samuel	Janesville.
Wilson, Cleo Leona	Great Falls, Mont.
Wilson, Maudie Odelia	Wausaukee.
Wilson, Robert James	Markesan.
Winger, Della	Grand Rapids.
Winner, Paul Chester	Black River Falls.
Witthuhn, Irwin R.	Appleton.
Wolfe, Leigh Salmon	Gladstone, Mich.
Woodhouse, Lucile Anna	Bloomington.
Woodworth, Milton P.	Appleton.
Zaffke, Moses	Greenwood.

Special Students.

Anderson, Herman	Racine.
Ellingson, Mabel	Hawkins.
George, Lazar	Bag, Kurdestan, Asia.
Jennings, William A.	Essex, England.
Melhinch, Mrs. J. H.	Appleton.
Miller, Frank E.	Manchester, Ia.
Moore, Mrs. Mary C.	Appleton.
Nash, Harry B.	Crewe, England.

Nelson, Mamie	Manawa.
Pindle, Leona	Appleton.
Poppe, Emma	Appleton.
Schumacher, Mrs.	Appleton.

Sub-Freshman Class.

Brinckley, Florence	Appleton.
Carpenter, Ray H.	Maiden Rock.
Carpenter, Roy C.	Maiden Rock.
Ellingson, Robert Parcher	Hawkins.
Fairfield, Mary Louise	Appleton.
Freeman, Angeline Smith	Appleton.
Galligan, Judson	Antigo.
Hemphill, Harold	Cambridge.
Judson, Thomas Vincent	Appleton.
Killen, Margaret Alice	Appleton.
Lange, Duane Ballard	Eau Claire.
Lawson, Donald	Menasha.
Marks, Gordon	Park Falls.
Patterson, Ruth	Appleton.
Reeves, Edwin	Oconto.
Simon, Nicholas Landgraf	Waukegan, Ill.
Smith, Bessie	Appleton.
Stanley, Cornelius	Chippewa Falls.
Thom, Lois Madeline	Appleton.
Tippett, Walter P.	Appleton.
Wharton, William Grant	Appleton.

SCHOOL OF EXPRESSION.

Third Year.

Nix, Irvine Francis	Winnipeg, Manitoba.
Newman, Sworth	Kaukauna.
Sherman, Pauline	Appleton.

Second Year.

Darling Jo Gracia	Manawa.
Hawes, Jeanette	Appleton.

Kumlein, Ethel	Appleton.
Thomas, Florence	Appleton.
Watson, Howard	Kaukauna.

First Year.

Beamsley, Chas.	Delavan.
Canavan, Florence	Appleton.
Dixon, Jennie	Brandon.
Fiellin, Laura A.	Oshkosh.
Gibson, Louise	Sheboygan.
Hard, Irma	Milwaukee.
Hyde, Gladys	Appleton.
Kircher, Edward	Kaukauna.
Kitto, Myrtice	Dollar Bay, Mich.
La Gosse, Isaac	Womble, Ark.
Meigs, Hazel	Fox Lake.
MacKenzie, Ethel	Hancock, Mich.
Powell, Edna	Barron.
Preston, Ornie	Antigo.
Russell, Lawrence	Tomahawk.
Snyder, Marie	Marquette, Mich.
Spears, Maude	Appleton.
Venne, Claude	Tomahawk.
Warnock, Anna	Necedah.
Wharton, Dotha	Appleton.
Zaffke, Moses	Greenwood.

Specials and Privates.

Baker, Sadie	Waukesha.
Bergstrom, Diedrich W.	Neenah.
Bradford, Alfred	Appleton.
Bradford, Francis	Appleton.
Campbell, Ancey	Park Falls.
Conkey, Carl	Appleton.
Conrad, Marie	Appleton.
Dickinson, Kenneth	Appleton.
Easterling, Aldis B.	Kokomo, Ind.
Fadner, Vivian	Appleton.
Foote, Frank	Lodi.

Ivey, Paul	Grayling, Mich.
Jenkins, Rouget D.	Chippewa Falls.
Jochinsen, John P.	Appleton.
Koehn, George	Sheboygan.
Koch, Verona	Appleton.
Kranz, Conrad	Weyauwega.
Leutsker, Alice	Wittenberg.
McGinnis, Lucile	Appleton.
Ming, Catherine	Appleton.
Misdall, Hugh	Oconto.
Moore, Ellen	Appleton.
Moore, Mrs. L. H.	Appleton.
Oosterhous, Alfred	Plymouth.
Plank, Clarence C.	Plainfield.
Pleasants, Lucy Lee	Menasha.
Peebles, Mildred	Appleton.
Porterfield, Jane	Marinette.
Proper, James Wesley	Appleton.
Rasmussen, Walter E.	Hammond.
Reynolds, Grace M.	Janesville.
Schall, Oscar	Gillett.
Shaver, Erwin	Eau Claire.
Shepherd, Maude	Appleton.
Sherman, Georgian	Appleton.
Sherman, Helen	Appleton.
Sherman, Margaret	Appleton.
Sherman, Ransom	Appleton.
Sias, Benjamin	Sparta.
Smith, Mr.	Menasha.
St. John, James	Oshkosh.
Stein, Mollie	Clintonville.
Stuhlfauth, John	Wausau.
Talbot, Archie	Appleton.
Talbot, Ruth	Appleton.
Warmington, Grace	Appleton.
Wertheimer, Mrs. M. A.	Kaukauna.
Woodworth, Spencer	Cataract.
Zeller, Rev.	Freedom.

CONSERVATORY OF MUSIC.

Abraham, Margaret	Appleton.
Abernethy, Patricia	Omro.
Albrecht, Irene	Appleton.
Austin, Mrs. Leslie	Appleton.
Austin, Mr. Leslie	Appleton.
Baker Deborah	Appleton.
Bammert, Katherine	Appleton.
Beamsley, Chas. J.	Delavan.
Beitler, Lewis G.	Bloomington.
Benjamin, Lilah	Cumberland.
Best, Lily	Marion.
Blackwood, Ruth	New London.
Blount, Floy	Appleton.
Boland, Alice	Appleton.
Bowers, Mr. Frank	Marion.
Brekke, Ida	Rochalt.
Brigham, Henrietta	Wausau.
Bright, Winnifred	Sparta.
Brinckley, Cora	Appleton.
Bryden, Hazel	Greenwood.
Bump, Arline	Appleton.
Burke, Blanche	Cumberland.
Calvi, Rose	Iron Mountain, Mich.
Campbell, Ansie	Park Falls.
Carpenter, Ray	Maiden Rock.
Carpenter, Roy	Maiden Rock.
Christenson, Sadie	Michigaume, Mich.
Clark, Ethel	Galesville.
Clark Rubie	Kilbourn.
Clark, Wm.	Appleton.
Clarry, Josie	Green Bay.
Conkey, Theodora	Appleton.
Conrad, Marie	Kilbourn.
Coye, Nina B.	Stevens Point.
Cronk, Winnifred	Montfort.
Cruez, Myrtle	Iron Mountain, Mich.
Dunn, Elinor	Appleton.
Durdel, Arthur	Appleton.
Edwards, Grace	Appleton.

Eiler, Hilda	Appleton.
Eiler, Ralph	Appleton.
Ellingson, Mabel	Hawkins.
Fairfield, Mary	Appleton.
Fisk, Earl	Green Bay.
Greene, Lillie M.	Neosho.
Hackworthy, Adelaide	Appleton.
Hahn, Erna	Jefferson.
Hammel, Rena	Appleton.
Harriman, Elinor	Appleton.
Hare, Doris	Superior.
Hart, Alice	Medina.
Harris, Dorothy	Appleton.
Harris, Edna	Kilbourn.
Hawes, C. C.	Ishpeming, Mich.
Helm, Anna	Appleton.
Hochbaum, Lillie	Chicago, Ill.
Hoh, Orin	Appleton.
Houser, Sue	Cedar Rapids, Ia.
Humphrey, Georgia	Milwaukee.
Humphrey, Helen	Milwaukee.
Hyde, Gladys	Appleton.
Janda, Frances	Portage.
James, Alice	Ortonville, Minn.
Johnson, Mary E.	Oconto Falls.
Jones, Jennie	Oshkosh.
Kamps, Barbara M.	Appleton.
Karnopp, Geo.	Almond.
Kellogg, Laura	Superior.
Killen, Margaret	Appleton.
Kraus, Frank A.	Plymouth.
Krieser, Lily	Marion.
Lackey, Lyla	Waterloo.
Leek, Raymond	Racine.
Leutsker, Roy J.	Antigo.
Little, Ruth	Menasha.
Luther, Elizabeth	Chilton.
Marcy, Merrill	Fairchild.
Martin, Ella May	Milwaukee.
Marugg, Annetta	Appleton.

Matteson, Guy	Waterman, Ill.
Maurice, Lovina	Oshkosh.
Maxwell, Alice	Arlington, S. D.
Merback, Elpha	Kaukauna.
Mielke, Ruth	Shawano.
Mielke, Sarah	Shawano.
Miller, Gertrude	Beaver Dam.
Miller, Gladys	Blue River.
Mills, Helen	Appleton.
Mohler, Jennie	Appleton.
Montgomery, Emily C.	Appleton.
Moore, Ellen	Appleton.
Morgan, Allan	Appleton.
Morgan, Rill	Cloquet, Minn.
Murphy, Ethel	Appleton.
Nelson, Leila	Manitowoc.
Nemacheck, Ruth	Appleton.
Nixon, Geo.	La Forge.
Parkhill, Hazel L.	Thorp.
Parkins, Lester N.	Appleton.
Patterson, Ruth Elaine	Appleton.
Peck, Josephine	Chicago, Ill.
Penn, Gladys	Wittenberg.
Pennock, Edith	Bloomington.
Peterson, Fannie	Neenah.
Pindle, Leone	Appleton.
Powell, Dayton E.	Appleton.
Pratt, Delana	Plainfield.
Pratt, Ethel	Plainfield.
Preston, Ornie	Antigo.
Printup, Lucile	New London.
Puchner, Ethel	Wittenberg.
Quayle, Clayton	Gwinn, Mich.
Quayle, Myrtle	Gwinn, Mich.
Raisler, Edith	Welcome.
Rector, Clayton	Appleton.
Richards, Florence	Juneau.
Richards, Mabel	Appleton.
Sargent, Lillian	Antigo.
Sawyer, Millard	Milwaukee.

Sawyer, Edith	Appleton.
Sawyer, Mildred	Waupun.
Schaefer, Margaret	Appleton.
Scheffler, Gladys	Appleton.
Schmidt, Malinda	Appleton.
Schmitz, Geo.	Appleton.
Schumacher, Ruth	Appleton.
Seiler, Andrea	Appleton.
Sharpe, Mary	Waldo.
Slaughter, Laura L.	Green Bay.
Sleeman, Vivian	Ishpeming, Mich.
Smith, Howard	Oshkosh.
Smith, Janet	Appleton.
Smith, Moses	Sparta
Smith, Noble	Appleton.
Smith, W. W.	Sleepy Eye, Minn.
Stern, Elmer	Appleton.
Stevens, Elizabeth	Appleton.
Stokes, Nettie	Waterloo.
Stone, Mabel	Lancaster.
Sykes, Margaret	Milwaukee.
Taylor, Mildred	Barron.
Thackray, Lera	Glenbeulah.
Thompson, Joseph	Greenwood.
Thompson, Ruth	Neenah.
Tippet, Chas.	Appleton.
Trettin, Emma	Appleton.
Varney, Maud B.	Greenwood.
Waltman, Anna	Appleton
Waste, Florence	Antigo.
Watson, Annie	Ouresso, Mich.
Watson, Howard	Kaukauna.
Weber, Lucile	Fennimore.
Weigand, Edna	Fond du Lac.
Wells, Justin	Appleton.
Wharton, Dotha	Appleton.
Wichmann, Lauretta Miss	Appleton.
Williams, Rubie	Cambria.
Wilson, George	Green Bay.
Wilson, Lucile	Green Bay.

Wood Winnifred	Appleton.
Woodhouse, Lucile	Bloomington.
Woodworth, Spencer	Cataract.
Young, Cora B.	Mukwonago.
Younger, Mabel	Appleton.
Zeichel, Freda	Appleton.

ART DEPARTMENT.

Painting.

Brinkley, Florence	Appleton.
Briggs, Vera	Antigo.
Cochrane, Violet	Marion.
Fuchsgruber, Mabel	Appleton.
Ganzen, Richard	Appleton.
Grane, Olga	Stoughton.
Grashorn, Lora	Greenwood.
Humphrey, Helen	Appleton.
Houck, Harriet	Antigo.
Hughes, Edna	Randolph.
Herrick, Mrs.	Appleton.
Jenkins, Mary	Sheboygan.
Johnson, Mary	Oconto Falls.
Ladwig, Mary	Antigo.
Meloney, Ella	Spooner, Minn.
Meloney, Nettie	Spooner, Minn.
Marugg, Annette	Appleton.
Peck, Olive	Chicago, Ill.
Peterson, Russell	Appleton.
Pearson, Pansy	Appleton.
Perry, Olla	Neenah.
Pratt, Ethel	Plainfield.
Powell, Edna	Barron.
Preston, Ornie	Antigo.
Skubitske, Emma	Blackwell.
Smith, Evelyn	Evansville.
Stone, Mabel	Lancaster.
West, Agnes	Appleton.
Waste, Florence	Antigo.
Watts, Mrs. V.	Gillett.

Warmington, Grace	Appleton.
Wiegand, Edna	Fond du Lac.

Drawing.

Balmer, Lena	Port Huron, Mich.
Clark, Ethel	Galesville.
Cronk, Winnifred	Montfort.
Fuchsgruber, Mabel	Appleton.
Ganzen, Richard	Appleton.
Grashorn, Lora	Greenwood.
Houck, Harriett	Antigo.
Jacoby, Julia	Appleton.
James, Alice	Ortonville.
Jenkins, Mary	Sheboygan.
Ladwig, Mary	Antigo.
Maxwell, Alice	Arlington, S. Dak.
Parkhill, Hazel	Thorp.
Pratt, Ethel	Plainfield.
Quayle, Myrtle	Qwinn, Mich.
Seiler, Henrietta	Appleton.
Skubitzke, Emma	Blackwell.

DEGREES CONFERRED IN 1910

HONORARY.

FREDERICK W. LONG.....Doctor of Divinity
BISHOP WILLIAM A. LAWRENCE.....Doctor of Laws

MASTER OF ARTS.

HENRIETTA FULLER ALLIE RASMUSSEN HARRY W. STEVENS

BACHELOR OF ARTS.

Acker, Albert Fred
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Becker, Lillian Josephine
†Bleecker, Vera Eudora
Boland, Benjamin Henry
Clark, Ora May
†Clark, Vera Helen
Colby, Ernest Ray
Dewitt, Mabel Frances
Drake, Harvey Stewart
°Dunning, Bessie Harriet
Elliott, John Lester
Farrington, Cora Belle
Faville, Addie Myers
†Gillespie, Hallie Mary
Hankinson, Hazel Irene
*Hargrave, Rose Edna
Harris Ethel Ava
Hastings, Clarabell
Howard, Delton Thomas
Johnson, Gladys Loretta
Johnson, Lucy Constance
King, Carroll Dewitt
King, Grace Agatha
Kurschner, Laura Anna
Leutsker, Alice Theodora
Lewis, Howard Thompson
Marsh, Roland Osborne
Meloney, Lydia Ella
Nehf, Harley Wesley
Owen, Jessie Louise
Parry, Anna Elizabeth
†Paterson, Jean Rosamond
†Peck, Olive Richards
Perry, Ida Nellie
*Plantz, Elsie Content
Pollard, Luther John
°Poppe, Frederick William
Sawyer, Elva Julia
Schumacher, Beatrice E.
Smith, Bessie Ethel
*Smithies, Elsie May
†Van Zandt, Lucretia Ellen
White, Richard Jeriel
Winkie, Alice Erna
Youmans, Jay Carlton

*Summa Cum Laude.
†Magna Cum Laude.
°Cum Laude.

BACHELOR OF ORATORY.

Orlando Jewell.

DIPLOMA IN MUSIC.

Myrtle Knickel

DIPLOMAS IN EXPRESSION.

Fry, Robert J.
Hall, Nina A.
Sherman, Margaret
Simpson, Pearl E.

PRIZES

Freshman Scholarships:

Norman Brokaw Scholarship Ethel Dickie
John McNaughton Scholarship Bertha Morse
Herman G. Saecker Scholarship.....Alfred Uplegger
Lawrence Scholarship Elsie Kopplin

Lewis Prize, Scholarship Julia Frederickson

President's Prize, Declamation.... 1. Benjamin Sias
2. Verona Koch

Hicks' Prize, Composition..... 1. Walter Rasmussen
Honorable Mention:
.....Grace Sutcliffe

University Prize..... 1. Oscar Schaal
2. Arthur Willett

McNaughton-Peabody Prizes, Latin. 1. Josephine Hanson
2. Marie Cornillie

Gold Medal in Latin, Elsie Smithies.

Tichenor Prize..(Not awarded).

Helen Fairfield Naylor Scholarship.. Vera Taylor
Grace Sutcliffe

McMullen Scholarship Harley Nehf
Samuel A. Jones Scholarship.....Elsie Smithies
Lyman Jones Scholarship Ernest Colby
Rhodes Scholarship Ernest Hooten
Madison Scholarship Howard Lewis

Special Honor Students:

Laura Kurschner, German.
Lucretia Van Zandt, Mathematics.
Rose Hargrave, English.

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Dr. Henry Abraham, '91..... Treasurer

FORM OF REQUEST

In order to help in the educational and religious work now carried on at Lawrence College at Appleton, Wisconsin, I, the undersigned, a resident of.....in the State of....., being of sound and disposing mind and memory, make, ordain and publish this my last will and testament, and declare that it shall not be deemed to have been revoked by any future will that I may make, unless it is therein revoked in express terms specifically referring to the gifts herein made to said College and mentioning it by name.

My just debts having been paid, I give, devise and bequeath to said Lawrence College by its corporate name, which is "The Board of Trustees of Lawrence University of Wisconsin," certain real estate in the Town of....., County of....., in the State of....., commonly known as No.....Street, ...which was conveyed to me by the deed of.....duly recorded in said County.

Also, Forty Acres, more or less, of land in the County of....., in the State of....., described as the North East Quarter of the North East Quarter of Section, Township, Range....., etc., which was conveyed to me by the deed of.....duly recorded in said County.

Also, a certain mortgage upon the real estate commonly known as No.....Street, in the City of....., and the indebtedness of.....Dollars secured thereby. If said mortgage shall have been paid or disposed of at the

time of my death, my executor shall give the said institution other property of equal value to be selected by my executor.

Also, *the proceeds of the sale* by my executor, as soon after my death as may be, of my stock in the corporation known as "The A. B. C. Co.," which has offices at....., in the State of.....

Also, three certain bonds of the "X. Y. Z. Company," a corporation having offices at....., in the State of, each having a par value of.....Dollars.

Also, certain books and publications specifically mentioned in the list which is hereto attached and made part hereof.

Also, the sum of.....Dollars in cash to be paid as soon after my death as may be practicable.

The rest of the property and estate shall be disposed of as provided by law, unless I shall otherwise direct by will.

I appoint A. B. executor of this, my will.

Witness my hand and seal this.....day of....., A. D. 1910.

..... [SEAL.]

The foregoing writing was signed, sealed, published and declared by the said testator as and for his last will and testament in the presence of each of us, who,, at his request and in his presence and in the presence of each other, have subscribed our names as witnesses thereto on the day of the date thereof.

.....

Address.

.....

Address.

.....

Address.

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